



July, 2013

Dear Educators,

On behalf of all of MCESA, we are excited that you are using our social studies content specific assessments in your school or district. We sincerely hope that the assessments help you to measure student growth and provide useful information about student learning.

Attached are the item specifications that accompany each particular assessment. These item specifications can serve as a useful tool for curriculum mapping activities. To support your use of items specifications, we have a few important points to consider.

- The item specifications were written for a very specific audience and purpose. They serve as a bridge between the standards and the assessment. The item specifications define for test writers what counts as testable content from the standards. They delineate what could appear on a test or what should not appear on a test. Item writers used the item specifications to write test items.
- The item specifications may use *i.e.* or *e.g.* when listing testable content. *E.g.* means that these things are eligible to be included on the assessment, but the test writer is not limited to them. They are examples. *I.e.* means the test content is limited to only those items listed.
- The assessments contain items aligned to the Arizona Common Core Standards for Literacy in History/Social Studies, Science and Technical Subjects. The content emphasis for these standards shown on the item specifications is copied directly from the Arizona Examples and Explanations document available from the Arizona Department of Education.
- Although the item specifications show that certain standards are not addressed on the MCESA content specific assessment, this does not mean that teachers are not responsible for teaching those standards. Teachers are responsible for teaching all of the state standards.
- Some item specification documents may have notes about a standard being instructionally linked to another standard. This is an optional notation that some item specification authors chose to record as additional information about how certain standards relate to each other.
- The U.S. History assessment does represent the entirety of American history. It was named U.S. History to reflect the common course name used in Arizona high schools.

For more information about how to use item specifications, please refer to the MCESA Assessment webpage for webcasts that explain in detail the assessment development process and the use of item specifications. Also look for announcements about face-to-face workshops related to social studies instruction or assessment use. <http://education.maricopa.gov/site/Default.aspx?PageID=263>

Sincerely,  
MCESA Assessment Department

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 7<sup>th</sup> grade SOCIAL STUDIES

Content Statement	Item Specifications	Depth of Knowledge Essence
<b>AZCC Reading Standards for Literacy in History and Social Studies</b>  <b>Key Ideas and Details</b>  6-8.RH.1. Cite specific textual evidence to support analysis of primary and secondary sources.  6-8.RH.1	<u>Content Emphasis:</u>  <u>From AZ Explanations and Examples</u>  The standard asks students to use textual evidence from a primary or secondary source document to support their analysis of that document. Textual evidence includes facts, figures, details, quotations, or other sources of data and information that provide support for an analysis. It can also include the author's main point, purpose and perspective, fact versus opinion, differing points of view, bias, credibility and validity of the text. Some common types of primary (first hand) and secondary (second hand) sources for analysis include: journals, maps, illustrations, photographs, documentaries, logs, records, etc.  <u>Examples:</u> <ul style="list-style-type: none"> <li>Students analyze the governmental structure of the United States and support their analysis by citing specific textual evidence from primary sources such as the Preamble and First Amendment of the U.S. Constitution as well as secondary sources such as Linda R. Monk's <i>Words We Live By: Your Annotated Guide to the Constitution</i>.</li> <li>Common Core State Standards, Appendix B, p. 100 <a href="http://corestandards.org/the-standards">http://corestandards.org/the-standards</a></li> <li>After reading newspaper accounts of the Arizona Japanese internment camps, students analyze the economic impact of forced confinement on families and their communities. Evidence to support their analysis will be cited directly from the article.</li> </ul>	<u>Type of Assessment</u>  MC  <u>DOK essence of the standard</u>  2

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<b>AZCC Reading Standards for Literacy in History and Social Studies</b>  <b>Key Ideas and Details</b>  6-8.RH.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.  6-8.RH.2	<u>Content Emphasis:</u>  <u>From AZ Explanations and Examples</u> The standard asks students to identify the important information from a primary (first hand) or secondary (second hand) source and to create a summary of the information based solely on the document.  Some common types of primary and secondary sources for analysis include: journals, maps, illustrations, photographs, documentaries, logs, records, etc.  <u>Examples:</u> <ul style="list-style-type: none"> <li>Students read the Mayflower Compact of 1620, identify the critical information, and then create a written or oral summary of the content of the document based only on the information in the document. SS08-S3-C1-01</li> <li>Students read a translation of the Laws of Hammurabi, identify the critical information, and then create a written or oral summary of the content of the document based only on the information in the document. SS06-S2-C2-04</li> </ul>	<u>Type of Assessment</u>  MC  <u>DOK essence of the standard</u>  2

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## 7<sup>th</sup> grade SOCIAL STUDIES

Content Statement	Item Specifications	Depth of Knowledge Essence
<b>AZCC Reading Standards for Literacy in History and Social Studies</b>  <b>Key Ideas and Details</b>  6-8.RH.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).  6-8.RH.3	<u>Content Emphasis:</u>  Not assessed.  <u>From AZ Explanations and Examples</u> The standard asks students to identify steps of a process that is related to any of the five social studies strands (i.e., American History, World History, Civics/Government, Geography, and Economics). This can be in written or oral format.  <u>Examples:</u> <ul style="list-style-type: none"> <li>Students list the steps involved in the mummification process of early Egypt. SS06-S2C2-06</li> <li>After learning about Arizona's road to statehood, students communicate the steps required for a territory to become a state as outlined.</li> </ul>	<u>Type of Assessment</u>  <u>DOK essence of the standard</u>

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## 7<sup>th</sup> grade SOCIAL STUDIES

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<p><b>AZCC Reading Standards for Literacy in History and Social Studies</b></p> <p><b>Craft and Structure</b></p> <p>6-8.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>6-8.RH.4</p>	<p><u>Content Emphasis:</u></p> <p><u>From AZ Explanations and Examples</u></p> <p>The standard asks students to interpret the meaning of words and phrases as they read their social studies content, including their text and primary or secondary sources. Students use a variety of strategies (context clues, linguistic roots and affixes, restatement, examples, contrast, glossary, etc.) to determine the meaning of words and phrases in the text. The standard speaks specifically to domain-specific Tier Three words.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>As students read about the structures of government, they identify the meanings of terms such as <i>theocracy</i>, <i>dictatorship</i>, <i>republic</i>, <i>monarchy</i>, <i>democracy</i>, <i>anarchy</i>. SS06-S3C5-01</li> <li>Students identify the meanings of the following economic terms as they are related to personal finance: <i>mutual funds</i>, <i>bonds</i>, <i>lines of credit</i>, <i>financial planning</i>. SS08-S5C5-02; SS08-S5C5-04, SS08-S5C5-08</li> </ul>	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>

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<b>AZCC Reading Standards for Literacy in History and Social Studies</b>  <b>Craft and Structure</b>  6-8.RH.5. Describe how a text presents information (e.g., sequentially, comparatively, and causally).  6-8.RH.5	<u>Content Emphasis:</u>  Not assessed.  <u>From AZ Explanations and Examples</u> The standard asks students to determine how information is presented. Information that is presented sequentially is in chronological order. A comparative text uses comparison and contrast of two events, ideologies, or historical figures. A causal text examines the cause and effect of related events.  <u>Examples:</u> <ul style="list-style-type: none"> <li>Students describe how Russell Freedman in his book <i>Freedom Walkers: The Story of the Montgomery Bus Boycott</i> integrates and presents information both sequentially and causally to explain how the civil rights movement began. Common Core State Standards, Appendix B, p. 100 <a href="http://corestandards.org/the-standards">http://corestandards.org/the-standards</a></li> <li>Students read a text selection about how trade routes led to the exchange of ideas (e.g., religion, scientific advances, literature) between Europe and Asia during the 15th and 16th centuries. They use a graphic organizer to find the cause and effect relationships. They describe the information as being presented causally. SS06-S2C1-07; SS06-S2C3-07</li> <li>Students read the account of the Surrender at Appomattox Courthouse (The Gentlemen's Agreement), which is found on the Appomattox Courthouse National Historical Park website at <a href="http://www.nps.gov/apco/the-surrender.htm">http://www.nps.gov/apco/the-surrender.htm</a> In this document events of this day that ended the Civil War are chronicled. Students conclude the information is presented sequentially. SS07-S1C6-02</li> <li>Students read in their text about the process of how a bill becomes a law at the federal and state level. After identifying similarities and differences in the two processes, they determine the selection presents the information comparatively. SS08-S3C3-02</li> </ul>	<u>Type of Assessment</u>  <u>DOK essence of the standard</u>



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<b>AZCC Reading Standards for Literacy in History and Social Studies</b>  <b>Craft and Structure</b>  6-8.RH.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).  6-8.RH.6	<u>Content Emphasis:</u>  Not assessed.  <u>From AZ Explanations and Examples</u> This standard asks students to identify elements within a text that help them discover the author's point of view or purpose for writing. Authors reveal their point of view through various techniques, such as word choice, exaggeration, hyperbole, inclusion or purposeful avoidance of facts, and persuasive strategies.  <u>Examples:</u> <ul style="list-style-type: none"> <li>Students evaluate Jim Murphy's <i>The Great Fire</i> to identify which aspects of the text (e.g., loaded language and the inclusion of particular facts) reveal his purpose: presenting Chicago as a city that was "ready to burn." Common Core State Standards, Appendix B, p. 100 <a href="http://corestandards.org/the-standards">http://corestandards.org/the-standards</a></li> <li>Students read excerpts from Thomas Paine's Revolutionary era pamphlet <i>Common Sense</i>, which moved many American colonists toward independence. Students then identify the author's purpose by analyzing Paine's word choice and persuasive techniques. SS08-S1C3-03</li> <li>After reading excerpts from African American abolitionist Frederick Douglass's speech, <i>The Meaning of July Fourth for the Negro</i>, students identify the author's purpose and devices used to relay his message. SS07-S1C6-03</li> </ul>	<u>Type of Assessment</u>  <u>DOK essence of the standard</u>

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## 7<sup>th</sup> grade SOCIAL STUDIES

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<b>AZCC Reading Standards for Literacy in History and Social Studies</b>  <b>Integration of Knowledge and Ideas</b>  6-8.RH.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.  6-8.RH.7	<u>Content Emphasis:</u>  Not assessed.  <u>From AZ Explanations and Examples</u> The standard asks students to use information from visual formats to increase their comprehension of and make connections to print and digital text.  <u>Examples:</u> <ul style="list-style-type: none"> <li>Students' understanding of the lifestyles of early humans is enhanced by interpreting photographs of cave art from Paleolithic and Neolithic Ages as accompaniment to the student text. SS06-S2C2-01</li> <li>Following study of the outcomes of World War II, students use a map showing the redrawing of political boundaries in Europe to further their understanding of the impact of the war on European countries. SS08-S2C8-06; SS08-S4C1-03; SS08-S4C1-04; SS08-S4C1-05</li> </ul>	<u>Type of Assessment</u>  <u>DOK essence of the standard</u>



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## 7<sup>th</sup> grade SOCIAL STUDIES

Content Statement	Item Specifications	Depth of Knowledge Essence
<b>AZCC Reading Standards for Literacy in History and Social Studies</b>  <b>Integration of Knowledge and Ideas</b>  6-8.RH.8. Distinguish among fact, opinion, and reasoned judgment in a text.  6-8.RH.8	<u>Content Emphasis:</u>  Not assessed.  <u>From AZ Explanations and Examples</u> This standard asks students to differentiate between issues based on fact, opinion, and issues for which there is more than one standard of judgment (reasoned judgment). Students should evaluate if adequate support is provided for the argument or claim in a text (reasoned judgment).  <u>Examples:</u> <ul style="list-style-type: none"> <li>After reading a text (news article, letter to the editor, magazine, editorial) about the conflict in Afghanistan, students critique it to identify facts, opinions, and reasoned judgment statements. SS06-S2C9-01; SS06-S1C10-01; SS07-S1C10-01; SS07-S2C9-01; SS08-S1C10-08; SS08-S2C9-01</li> <li>After reading a news article relating to an event from the presidency of George W. Bush (September 11 terrorist attacks, Afghanistan, Iraq War), students critique it to identify facts, opinions, and reasoned judgment statements. SS08-S1C10-07</li> </ul>	<u>Type of Assessment</u>  <u>DOK essence of the standard</u>

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## 7<sup>th</sup> grade SOCIAL STUDIES

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<b>AZCC Reading Standards for Literacy in History and Social Studies</b>  <b>Integration of Knowledge and Ideas</b>  6-8.RH.9. Analyze the relationship between a primary and secondary source on the same topic.  6-8.RH.9	<u>Content Emphasis:</u>  Not assessed.  <u>From AZ Explanations and Examples</u> <u>Examples:</u> <ul style="list-style-type: none"> <li>Students read a primary source document on the World War II Japanese Internment from the National Archives website <a href="http://www.archives.gov/">http://www.archives.gov/</a> (search Japanese Internment) and a secondary source book such as the nonfiction <i>Japanese-American Internment in American History</i> by David Freeman or historical fiction piece, <i>Weedflower</i> by Cynthia Kadohata. Students note the similarities and differences between the two pieces. SS08-S1C8-05</li> <li>Students examine reasons people emigrated from their homelands to settle in the U.S. during the late 19th century with a secondary source such as a news article. They also examine primary source historical images and personal accounts (photographs, video and audio) found on the Library of Congress website at <a href="http://www.loc.gov">www.loc.gov</a> (American Memory). Similarities and difference between the two sources are identified. SS07-S1C7-01</li> </ul>	<u>Type of Assessment</u>  <u>DOK essence of the standard</u>

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<b>AZCC Reading Standards for Literacy in History and Social Studies</b>  <b>Range of Reading and Level of Text Complexity</b>  6-8.RH.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.  6-8.RH.10	<u>Content Emphasis:</u>  Not assessed.  <u>From AZ Explanations and Examples</u> This standard requires students to read and comprehend history/social science text at the appropriate grade level.	<u>Type of Assessment</u>  <u>DOK essence of the standard</u>
<b>Strand 1: Social Studies</b>  <b>Concept 1: Research skills for history</b>  PO1. Construct charts, graphs, and narratives using historical data.  SS07-S1C1-01	<u>Content Emphasis:</u>  Not assessed.	<u>Type of Assessment</u>  <u>DOK essence of the standard</u>

## POST-ASSESSMENT ITEM SPECIFICATIONS

### 7<sup>th</sup> grade SOCIAL STUDIES

<p><b>Strand 1: Social Studies</b></p> <p><b>Concept 1: Research skills for history</b></p> <p>PO2. Interpret historical data displayed in graphs, tables, and charts.</p> <p>SS07-S1C1-02</p>	<p><u>Content Emphasis:</u></p> <p>Content used for items for the research skills must come from the other American History POs.</p> <ul style="list-style-type: none"> <li>Historical contemporary American history (late 20<sup>th</sup> and early 21<sup>st</sup> century) in graphs, tables, charts</li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>Graphs, tables, and charts</li> </ul>	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>
<p><b>Strand 1: Social Studies</b></p> <p><b>Concept 1: Research skills for history</b></p> <p>PO3. Construct timelines (e.g., presidents/world leaders, key events, people).</p> <p>SS07-S1C1-03</p>	<p><u>Content Emphasis:</u></p> <p>Not assessed.</p>	<p><u>Type of Assessment</u></p> <p><u>DOK essence of the standard</u></p>
<p><b>Strand 1: Social Studies</b></p> <p><b>Concept 1: Research skills for history</b></p> <p>PO4. Formulate questions that can be answered by historical study and research.</p> <p>SS07-S1C1-04</p>	<p><u>Content Emphasis:</u></p> <p>Content used for items for the research skills must come from the other American History POs.</p>	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 7<sup>th</sup> grade SOCIAL STUDIES

<p><b>Strand 1: Social Studies</b></p> <p><b>Concept 1: Research skills for history</b></p> <p>PO5. Describe the relationship between a primary source document and a secondary source document.</p> <p>SS07-S1C1-05</p>	<p><u>Content Emphasis:</u></p> <p>Content used for items for the research skills must come from the other American History POs.</p> <ul style="list-style-type: none"> <li>A primary source is a firsthand account, whether from a diary, writings, journals, cave drawings, items created, etc. A secondary source is a description of an event that has been recorded by someone who was not present at the event, e.g., magazines and newspaper articles, and textbooks.</li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>Paintings and pictures</li> <li>Excerpts</li> <li>Maps</li> <li>Political cartoons</li> <li>Photographs</li> </ul>	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>
<p><b>Strand 1: Social Studies</b></p> <p><b>Concept 1: Research skills for history</b></p> <p>PO6. Determine the credibility of primary and secondary sources.</p> <p>SS07-S1C1-06</p>	<p><u>Content Emphasis:</u></p> <p>Not assessed.</p>	<p><u>Type of Assessment</u></p> <p><u>DOK essence of the standard</u></p>

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 7<sup>th</sup> grade SOCIAL STUDIES

<p><b>Strand 1: Social Studies</b></p> <p><b>Concept 1: Research skills for history</b></p> <p>PO7. Analyze cause and effect relationships between and among individuals and/or historical events.</p> <p>SS07-S1C1-07</p>	<p><u>Content Emphasis:</u></p> <p>Content used for items for the research skills must come from the other American History POs.</p>	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>
<p><b>Strand 1: Social Studies</b></p> <p><b>Concept 1: Research skills for history</b></p> <p>PO8. Describe two points of view on the same historical event.</p> <p>SS07-S1C1-08</p>	<p><u>Content Emphasis:</u></p> <p>Content used for items for the research skills must come from the other American History POs.</p>	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 7<sup>th</sup> grade SOCIAL STUDIES

Strand 1:	Content Emphasis:	Type of Assessment
<p><b>American History</b></p> <p><b>Concept 6: Civil War and Reconstruction</b> (Note: The Civil War was introduced in Grade 5.)</p> <p>PO 1. Analyze the factors leading to the Civil War:</p> <ul style="list-style-type: none"> <li>a. role of abolitionists and Underground Railroad</li> <li>b. Sectionalism and States' Rights</li> <li>c. Westward expansion</li> <li>d. Missouri and 1850 Compromises</li> <li>e. Dred Scott Decision</li> <li>f. Kansas-Nebraska Act</li> </ul> <p>SS07-S1C6-01</p> <p><u>Instructionally Linked To:</u> S4C2 PO1: describe the human and physical characteristics of places and regions. PO2: explain the concept of regions and why they change. PO9: identify cultural aspects (e.g., literacy rates, occupations, property rights) based on social and political factors)</p> <p><u>Common Core Standard</u> RI.7.2. determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p>	<ul style="list-style-type: none"> <li>• The major causes of the Civil War (e.g., states' rights, slavery, sectionalism, compromises)</li> <li>• The importance of legislative and judicial decisions (e.g., Dred Scott, Kansas-Nebraska Act Compromise of 1850, Missouri Compromise of 1820) on increasing tension among the different sections of the country</li> <li>• The role of abolitionists and the Underground Railroad in relation to the slavery issue (e.g., John Brown, Frederick Douglass, Harriet Tubman)</li> <li>• The cause/effect relationship between westward expansion (Mexican-American War) and the slavery debate (e.g., Compromise of 1850, Missouri Compromise of 1820, Kansas-Nebraska Act, Annexation of Texas)</li> <li>• Lincoln/Douglas debates</li> </ul> <p>Stimulus resources can include:</p> <ul style="list-style-type: none"> <li>• Lincoln/Douglas debates</li> <li>• Various opinions over the institution of slavery (e.g., Frederick Douglas opinion v. John C. Calhoun opinion)</li> <li>• Various slave narratives (e.g., <i>To Be a Slave</i> by Julius Lester)</li> <li>• Abolitionist newspapers (e.g., <i>The North Star</i>)</li> <li>• Map of Underground Railroad</li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>• Flowcharts</li> <li>• Diagrams</li> <li>• Excerpts</li> <li>• Bulleted lists</li> <li>• Maps</li> <li>• Political cartoons</li> </ul>	<p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>

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### 7<sup>th</sup> grade SOCIAL STUDIES

Strand 1:	Content Emphasis:	Type of Assessment
<p><b>American History</b></p> <p><b>Concept 6: Civil War and Reconstruction</b></p> <p>PO 2. Determine the significance of the following events of the Civil War:</p> <ul style="list-style-type: none"> <li>a. firing on Fort Sumter</li> <li>b. major battles – Bull Run, Antietam, Vicksburg, Gettysburg</li> <li>c. enactment of the Emancipation Proclamation</li> <li>d. Sherman’s march</li> <li>e. surrender at Appomattox</li> </ul> <p>SS07-S1C6-02</p> <p><u>Instructionally Linked To:</u></p> <p>S3C1 PO1: Analyze the significance of the principles and ideals of the following documents (Emancipation Proclamation)</p> <p>RI.7.2: Determine two or more central ideas in a text, and analyze their development over the course of the text; provide an objective summary of the text.</p>	<ul style="list-style-type: none"> <li>• The South’s reaction to the election of 1860 (e.g., Lincoln becoming president, secession, firing on Fort Sumter)</li> <li>• The major battles and the significance they had on the Civil War (e.g., Bull Run, Antietam, Vicksburg, Gettysburg, Sherman’s March, Appomattox Courthouse)</li> <li>• The importance of individuals and the impact they had on the Civil War (e.g., Lincoln, Davis, Lee, Grant, Sherman, Jackson)</li> <li>• The political and social effects of Lincoln’s Emancipation Proclamation (whom it actually freed, changing the focus of the war); the misconception that is attached to this document, that no slaves were actually freed</li> </ul> <p>Stimulus resources can include:</p> <ul style="list-style-type: none"> <li>• Emancipation Proclamation</li> <li>• Civil War novels (e.g., excerpt from <i>The Red Badge of Courage</i>, <i>Uncle Tom’s Cabin</i>)</li> <li>• Gettysburg Address</li> <li>• Lincoln’s Second Inaugural Address</li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>• Excerpts</li> <li>• Flowcharts</li> <li>• Diagrams</li> <li>• Political cartoons</li> </ul>	<p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>



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<p><b>American History</b></p> <p><b>Concept 6: Civil War and Reconstruction</b></p> <p>PO 3. Describe significance of the following individuals or groups in the Civil War:</p> <ul style="list-style-type: none"> <li>a. political leaders (e.g., Abraham Lincoln, Jefferson Davis)</li> <li>b. military leaders (e.g., Robert E. Lee, Ulysses S. Grant, William Tecumseh Sherman, Thomas “Stonewall” Jackson)</li> <li>c. role of African-Americans</li> <li>d. role of women</li> </ul> <p>SS07-S1C6-03</p>	<ul style="list-style-type: none"> <li>• The South’s reaction to the election of 1860 (e.g., Lincoln becoming president, secession, firing on Fort Sumter)</li> <li>• The importance of individuals and the impact they had on the Civil War (e.g., Lincoln, Davis, Lee, Grant, Sherman, Jackson)</li> <li>• The importance of groups and the impact they had on the Civil War (e.g., women, African Americans)</li> <li>• The political and social effects of Lincoln’s Emancipation Proclamation (whom it actually freed, changing the focus of the war); the misconception that is attached to this document, that no slaves were actually freed</li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>• Flowcharts</li> <li>• Diagrams</li> <li>• Paintings and pictures</li> <li>• Excerpts</li> <li>• Bulleted lists</li> <li>• Photographs</li> <li>• Maps</li> <li>• Political cartoons</li> </ul>	<p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>

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## 7<sup>th</sup> grade SOCIAL STUDIES

Strand 1:	Content Emphasis:	Type of Assessment
<p><b>American History</b></p> <p><b>Concept 6: Civil War and Reconstruction</b></p> <p>PO 4. Analyze the impact of the Civil War on the following personal, social, and economic aspects of American life:</p> <ul style="list-style-type: none"> <li>a. Americans fighting Americans</li> <li>b. high casualties caused by disease and the type of warfare</li> <li>c. widespread destruction of American property</li> <li>d. change in status of freed slaves</li> <li>e. value of railroads and industry</li> </ul> <p>SS07-S1C6-04</p> <p><u>Instructionally Linked To:</u></p> <p>S4C4 PO10: Describe how changes in technology, transportation, communication, and resources affect the location of economic activities in places and world regions.</p> <p>S5C2 PO6: Describe how the interaction between buyers and sellers determines market prices.</p> <p>S5C3 PO1: Describe the effects of inflation on society.</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> <li>The major effects of the Civil War on American life: <ul style="list-style-type: none"> <li>Economic issues (e.g., inflation, destruction of property, industry and infrastructure, relationship of North and South with other nations)</li> <li>Social issues (e.g., Americans v. Americans, change in slavery status, role of women)</li> <li>Technology (e.g., tactics, weapons, medical treatment)</li> </ul> </li> </ul> <p>Stimulus resources can include:</p> <ul style="list-style-type: none"> <li>Charts of population, resources, railroads, education, economic toll, casualties suffered, etc., between the North and the South</li> <li>Letters between families on different sides of the war</li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>Flowcharts</li> <li>Diagrams</li> <li>Excerpts</li> <li>Bulleted lists</li> <li>Maps</li> <li>Political cartoons</li> <li>Charts, tables, and graphs</li> </ul>	<p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 7<sup>th</sup> grade SOCIAL STUDIES

Strand 1:	Content Emphasis:	Type of Assessment
<p><b>American History</b></p> <p><b>Concept 6: Civil War and Reconstruction</b></p> <p>PO 5. Describe the impact of various events and movements that influenced Reconstruction:</p> <ul style="list-style-type: none"> <li>a. Lincoln’s assassination</li> <li>b. Ku Klux Klan and the development of Jim Crow laws</li> <li>c. Freedmen’s Bureau</li> <li>d. Civil War Constitutional Amendments</li> <li>e. industrialization</li> </ul> <p>SS07-S1C6-05</p> <p><u>Instructionally Linked To:</u></p> <p>S3C2 PO1: Describe how the powers of checks and balances are used in the following: impeachment, declaring war, treaties, veto, and judicial review.</p> <p>S3C4 PO5: Describe the impact of constitutional amendments and laws during Reconstruction.</p>	<ul style="list-style-type: none"> <li>• The causes and effects of Lincoln’s assassination on the nation (i.e., John Wilkes Booth’s motivations, impact on Reconstruction in South)</li> <li>• The concept of enforcing laws that have been passed in relation to: (i.e., Freedmen’s Bureau, Ku Klux Klan, Jim Crow Laws)</li> <li>• Economic development of the South after the Civil War (i.e., lagging behind the Northeast and Midwest)</li> </ul> <p>Stimulus resources can include:</p> <ul style="list-style-type: none"> <li>• Annotated text of 13<sup>th</sup>, 14<sup>th</sup>, 15<sup>th</sup> amendments (e.g., Sue Monk’s <i>Annotated Guide to the Constitution</i>)</li> <li>• Political cartoons on Reconstruction, Freedmen’s Bureau, Ku Klux Klan, Jim Crow</li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>• Flowcharts</li> <li>• Diagrams</li> <li>• Excerpts</li> <li>• Bulleted lists</li> <li>• Political cartoons</li> <li>• Charts, tables, and graphs</li> </ul>	<p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 7<sup>th</sup> grade SOCIAL STUDIES

<u>Strand 1:</u>	<u>Content Emphasis:</u>	<u>Type of Assessment</u>
<p><b>American History</b></p> <p><b>Concept 6: Civil War and Reconstruction</b></p> <p>PO 6: Describe the basic provisions of the Thirteenth, Fourteenth, and Fifteenth Amendments.</p> <p>SS07-S1C6-06</p>	<ul style="list-style-type: none"> <li>• Thirteenth Amendment</li> <li>• Fourteenth Amendment</li> <li>• Fifteenth Amendment</li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>• Excerpts</li> <li>• Bulleted lists</li> </ul>	<p>MC</p> <p>DOK essence of the standard</p> <p>2</p>

## POST-ASSESSMENT ITEM SPECIFICATIONS

### 7<sup>th</sup> grade SOCIAL STUDIES

Strand 1: American History	Content Emphasis:	Type of Assessment
<p><b>Concept 7: Emergence of the Modern United States</b></p> <p>PO 1. Examine the reasons why people emigrated from their homelands to settle in the United States during the late 19th century.</p> <p>SS07-S1C7-01</p> <p><u>Instructionally Linked To:</u> S4C4 PO2: Describe the push-and-pull factors (e.g., need for raw materials, enslavement, employment opportunities, impact of war, religious freedom, political freedom) that cause human migrations.</p> <p>R1.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<ul style="list-style-type: none"> <li>The push/pull factors that influenced immigrants’ decisions to emigrate to the U.S. (e.g., employment opportunities, religious freedom, political freedom, impact of war, availability of resources)</li> <li>The different cultures and nationalities that came to the U.S. during the 19th century (e.g., Jewish, Asian, European, Latin American immigrant groups)</li> </ul> <p>Stimulus resources can include:</p> <ul style="list-style-type: none"> <li>Immigrant stories and profiles (possibly from Ellis Island, Angel Island)</li> <li>Statistical information on immigration from particular regions (graphs, charts)</li> <li>Primary sources, such as immigrant journals or letters</li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>Flowcharts</li> <li>Diagrams</li> <li>Excerpts</li> <li>Bulleted lists</li> <li>Charts, tables, and graphs</li> </ul>	<p>MC</p> <p>PBA: Connect current events to historical events (S1-C10-PO2)</p> <p><u>DOK essence of the standard</u></p> <p>DOK 3 (MC)</p> <p>DOK 4 (PBA)</p>

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 7<sup>th</sup> grade SOCIAL STUDIES

Strand 1: American History	Content Emphasis:	Type of Assessment
<p><b>Concept 7: Emergence of the Modern United States</b></p> <p>PO 2. Describe how the United States was positively and negatively affected by factors and events resulting from the arrival of a large number of immigrants.</p> <p>SS07-S1C7-02</p> <p><u>Instructionally Linked To:</u> S5C1 PO1: Explain how limited resources and unlimited human wants cause people to choose some things and give up others.</p> <p>S4C5 PO6: Describe the ways human population growth can affect environments and the capacity of environments to support populations.</p> <p>S4C4 PO1: Discuss the implications of the demographic structure of places and regions.</p>	<ul style="list-style-type: none"> <li>The negative and positive effects of a large immigrant population in major U.S. cities:               <ul style="list-style-type: none"> <li>Positive effects, e.g., large labor force, diversifying culture, population growth, spreading of political ideas</li> <li>Negative effects, e.g., overpopulation, strain on environment and available resources, cultural discrimination, language barriers, educational and cultural differences</li> </ul> </li> <li>The impact of these effects on the growth of U.S. cities</li> </ul> <p>Stimulus resources can include:</p> <ul style="list-style-type: none"> <li>Primary source photographs, e.g., Jacob Riis' <i>How the Other Half Lives</i></li> <li>Government immigration legislation, e.g., Chinese Exclusion Act</li> <li>Immigration political cartoons (e.g., Red Scare)</li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>Flowcharts</li> <li>Diagrams</li> <li>Paintings and pictures</li> <li>Excerpts</li> <li>Bulleted lists</li> <li>Photographs</li> <li>Political cartoons</li> <li>Charts, tables, and graphs</li> </ul>	<p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 7<sup>th</sup> grade SOCIAL STUDIES

Strand 1: American History	Content Emphasis:	Type of Assessment
<b>Concept 7: Emergence of the Modern United States</b>	<ul style="list-style-type: none"> <li>The causes of the growth of industrialization in U.S. cities (e.g., geographic location, abundant natural resources, innovations in technology, available labor, and global markets)</li> </ul>	MC
PO 3. Discuss how the Industrial Revolution in the United States was supported by multiple factors (e.g., geographic security, abundant natural resources, innovations in technology, available labor, and global markets).	Stimulus resources can include: <ul style="list-style-type: none"> <li>Diagrams and charts examining the availability of natural resources</li> <li>Pictures and diagrams of new technologies (e.g., railroads, assembly lines, factories)</li> </ul>	<u>DOK essence of the standard</u>
SS07-S1C7-03	Stimulus types: <ul style="list-style-type: none"> <li>Flowcharts</li> <li>Diagrams</li> <li>Paintings and pictures</li> <li>Excerpts</li> <li>Bulleted lists</li> <li>Photographs</li> <li>Charts, tables, and graphs</li> </ul>	2
<u>Instructionally Linked To:</u> S5C1 PO4: Describe the characteristics of a market economy: property rights, freedom of enterprise, competition, consumer choice, limited role of government.		

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 7<sup>th</sup> grade SOCIAL STUDIES

Strand 1: American History	Content Emphasis:	Type of Assessment
<b>Concept 7: Emergence of the Modern United States</b>	<ul style="list-style-type: none"> <li>• The influence of immigration on the growth of industry (e.g., cheap labor force)</li> <li>• The availability of jobs led to an increase in immigration</li> <li>• The impact of immigration and industrialization on the following major cities (i.e., New York City, Chicago, San Francisco, and Detroit)</li> </ul>	MC
PO 4. Discuss the relationship between immigration and industrialization.		<u>DOK essence of the standard</u>
SS07-S1C7-04	Stimulus resources can include:	2
<u>Instructionally Linked To:</u> S4C2 PO3: Compare the historical and contemporary interactions among people in different places and regions.	<ul style="list-style-type: none"> <li>• Charts and graphs of immigration statistics</li> <li>• Compare maps and locations of large cities and proximity to major sea ports</li> <li>• Racial demographics in industrialized cities throughout the U.S.</li> </ul>	
S4C4 PO1: Discuss the implications of the demographic structure of places and regions.	Stimulus types: <ul style="list-style-type: none"> <li>• Flowcharts</li> <li>• Diagrams</li> <li>• Paintings and pictures</li> <li>• Excerpts</li> <li>• Bulleted lists</li> <li>• Photographs</li> <li>• Maps</li> <li>• Statistical charts, tables, and graphs</li> </ul>	



# POST-ASSESSMENT ITEM SPECIFICATIONS

## 7<sup>th</sup> grade SOCIAL STUDIES

Strand 1: American History	Content Emphasis:	Type of Assessment
<p><b>Concept 7: Emergence of the Modern United States</b></p> <p>PO 5. Analyze the impact of industrialization on the United States:</p> <ul style="list-style-type: none"> <li>a. rural to urban migration</li> <li>b. factory conditions</li> <li>c. unions</li> <li>d. influence of big businesses</li> </ul> <p>SS07-S1C7-05</p> <p><u>Instructionally Linked To:</u></p> <p>S5C2 PO7: Explain how the (unequal) distribution of income affects public policy and standards of living.</p> <p>S4C4 PO6: Describe the distributions and patterns of cultural characteristics (e.g., religions, language, standards of living) over time.</p> <p>S4C5 PO5: Explain how modification in one place (e.g., canals, dams, farming techniques, industrialization) often leads to changes in other locations.</p> <p>R1.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>	<ul style="list-style-type: none"> <li>• The growth of industry caused a large migration of people from rural to urban areas (e.g., the Great Migration from South to North)</li> <li>• The working and living conditions of factory workers in major cities (long work hours, unsafe conditions, unequal pay)</li> <li>• Factors leading to the development of labor unions (e.g., working conditions)</li> <li>• The growth of big businesses negatively affected workers (e.g., opposition to unions, laissez-faire government regulations, monopolies, trust-busting)</li> </ul> <p>Stimulus resources can include:</p> <ul style="list-style-type: none"> <li>• Primary source letters, speeches from labor leaders (e.g., Samuel Gompers)</li> <li>• Excerpt from <i>The Jungle</i> by Upton Sinclair</li> <li>• Primary source photographs (e.g., Jacob Riis' <i>How the Other Half Lives</i>).</li> <li>• Graphs and charts of city population statistics from the early 19th century to the late 19th and early 20th century</li> <li>• Triangle Shirtwaist Factory Fire – Eyewitness accounts</li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>• Flowcharts</li> <li>• Diagrams</li> <li>• Excerpts</li> <li>• Bulleted lists</li> <li>• Political cartoons</li> <li>• Charts, tables, and graphs</li> </ul>	<p style="text-align: center;">MC</p> <p><u>DOK essence of the standard</u></p> <p style="text-align: center;">3</p>

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 7<sup>th</sup> grade SOCIAL STUDIES

Strand 1:	Content Emphasis:	Type of Assessment
<p><b>American History</b></p> <p><b>Concept 7: Emergence of the Modern United States</b></p> <p>PO 6. Describe the following Progressive Reforms that resulted from the Industrial Revolution:</p> <ul style="list-style-type: none"> <li>a. labor unions</li> <li>b. Women's Suffrage</li> <li>c. trust busting</li> <li>d. conservation of natural resources</li> <li>e. Temperance Movement</li> </ul> <p>SS07-S1C7-06</p> <p><u>Instructionally Linked To:</u></p> <p>S3C3PO2: Identify the government's role in progressive reforms (e.g., women's suffrage, labor unions, temperance movement, civil rights).</p> <p>S4C4PO8: Explain how cooperation and conflict contribute to political, economic, and social activities.</p> <p>S4C5PO3: Describe how humans modify environments (e.g., conservation, deforestation, dams) and adapt to the environment.</p> <p>RI79: Analyze how two or more authors writing about the same topic shape their presentations of key information.</p>	<p>• The struggles between workers and business owners (e.g., low wages, working hours, poor working conditions, child labor, unions)</p> <p>• Women's rights and roles to men's rights and roles (e.g., women's suffrage, political involvement, 15th Amendment compared to the 19th)</p> <p>• The cause and effects between unrestricted business practices and labor reform movements</p> <p>• Laissez-Faire Economics, trusts, monopolies, trust busting, and Roosevelt's square deal</p> <p>• Attempts at conservation during this time</p> <p>Stimulus resources can include:</p> <ul style="list-style-type: none"> <li>• 19th Amendment</li> <li>• Map of Land Conservation</li> <li>• Progressive Era political cartoons</li> <li>• Pictures of factory working conditions (e.g., child labor)</li> <li>• Map of women's suffrage</li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>• Flowcharts</li> <li>• Diagrams</li> <li>• Paintings and pictures</li> <li>• Excerpts</li> <li>• Bulleted lists</li> <li>• Photographs</li> <li>• Maps</li> <li>• Political cartoons</li> </ul>	<p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 7<sup>th</sup> grade SOCIAL STUDIES

Strand 1: American History	Content Emphasis:	Type of Assessment
<p><b>Concept 7: Emergence of the Modern United States</b></p> <p>PO 7. Describe how innovations of the Industrial Revolution (e.g., manufacturing, textiles, transportation, improvements) contributed to U.S. growth and expansion.</p> <p>SS07-S1C7-07</p> <p><u>Instructionally Linked To:</u> S5C2 PO3: Describe how investment in physical capital (e.g., factories, machinery, and new technology) leads to economic growth.</p>	<ul style="list-style-type: none"> <li>• The relationship between new inventions and the development of industry</li> <li>• Key inventions of the 19th and early 20th centuries (e.g., electricity, light bulb, railroads, steam engine, assembly line, home appliances, innovations in transportation), and their effect on society</li> <li>• New innovations that led to the development of corporations, big business, and monopolies</li> </ul> <p>Stimulus resources can include:</p> <ul style="list-style-type: none"> <li>• Graphs and charts (e.g., population growth, rail lines, canals, number of patents issued)</li> <li>• Primary-source advertisements for new products</li> <li>• Primary-source photographs of factories, early inventions, factory workers</li> <li>• Political cartoons on monopolies and big business</li> <li>• Charts and graphs of patents issued (Historical Statistics of the United States)</li> <li>• Quotes from inventors of the time</li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>• Flowcharts</li> <li>• Diagrams</li> <li>• Paintings and pictures</li> <li>• Excerpts</li> <li>• Bulleted lists</li> <li>• Photographs</li> <li>• Maps</li> <li>• Political cartoons</li> <li>• Statistical charts, tables, and graphs</li> </ul>	<p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>

## POST-ASSESSMENT ITEM SPECIFICATIONS

### 7<sup>th</sup> grade SOCIAL STUDIES

Strand 1: American History	Content Emphasis:	Type of Assessment
<p><b>Concept 7: Emergence of the Modern United States</b></p> <p>PO 8. Identify the following groups' contributions to the changing social and political structure of the United States:</p> <ul style="list-style-type: none"> <li>a. labor leaders (e.g., Samuel Gompers, Mother Jones)</li> <li>b. social reformers (e.g., Susan B. Anthony, Elizabeth Cady Stanton)</li> <li>c. industrialists (e.g., Andrew Carnegie, John D. Rockefeller)</li> <li>d. inventors (e.g., Thomas Edison, Henry Ford)</li> <li>e. Populists (e.g., William Jennings Bryan)</li> <li>f. financiers (e.g., J.P. Morgan, Jay Gould)</li> </ul> <p>SS07-S1C7-08</p> <p><u>Instructionally Linked To:</u> S3.C4.PO3: Describe the importance of citizens being actively involved in the democratic process (i.e., voting, student government, involvement in political decision making, analyzing issues, petitioning public officials).</p>	<ul style="list-style-type: none"> <li>• Contributions of Progressive Era leaders: <ul style="list-style-type: none"> <li>• Labor leaders: <ul style="list-style-type: none"> <li>○ Samuel Gompers</li> <li>○ Mother Jones</li> </ul> </li> <li>• Social reformers: <ul style="list-style-type: none"> <li>○ Susan B. Anthony</li> <li>○ Elizabeth Cady Stanton</li> </ul> </li> <li>• Industrialists: <ul style="list-style-type: none"> <li>○ Andrew Carnegie</li> <li>○ John D. Rockefeller</li> </ul> </li> <li>• Inventors: <ul style="list-style-type: none"> <li>○ Thomas Edison—light bulb, phonograph</li> <li>○ Henry Ford—assembly line, Model-T</li> </ul> </li> <li>• Financiers: <ul style="list-style-type: none"> <li>○ J.P. Morgan</li> </ul> </li> <li>• Populists: <ul style="list-style-type: none"> <li>○ William Jennings Bryan</li> </ul> </li> </ul> </li> </ul> <p>Stimulus resources can include:</p> <ul style="list-style-type: none"> <li>• Primary resources of strikes</li> <li>• Biography excerpts</li> <li>• Invention diagrams</li> <li>• Famous quotes</li> <li>• Political cartoons</li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>• Flowcharts</li> <li>• Diagrams</li> <li>• Excerpts</li> <li>• Bulleted lists</li> <li>• Political cartoons</li> </ul>	<p style="text-align: center;">MC</p> <p><u>DOK essence of the standard</u></p> <p style="text-align: center;">2</p>

## POST-ASSESSMENT ITEM SPECIFICATIONS

### 7<sup>th</sup> grade SOCIAL STUDIES

<p>S5.C2.PO4: Describe the role of entrepreneurs (e.g., Carnegie, Ford, Rockefeller, J.P. Morgan, Vanderbilt) in the free enterprise system.</p> <p>RI.7.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p>		
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# POST-ASSESSMENT ITEM SPECIFICATIONS

## 7<sup>th</sup> grade SOCIAL STUDIES

Strand 1: American History	Content Emphasis:	Type of Assessment
<p><b>Concept 7: Emergence of the Modern United States</b></p> <p>PO 9. Describe the following factors that fostered the growth of American imperialism during the late 19th and early 20th centuries:</p> <ul style="list-style-type: none"> <li>a. desire for military strength</li> <li>b. interest in new markets</li> <li>c. need for inexpensive sources of raw materials</li> </ul> <p>SS07-S1C7-09</p> <p><u>Instructionally Linked To:</u></p> <p>RI.7.5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p>	<ul style="list-style-type: none"> <li>• Causes of American imperialism</li> <li>• New markets (e.g., Cuba, the Philippines, China)</li> <li>• Growing demand for resources during the Industrial Revolution</li> </ul> <p>Stimulus resources can include:</p> <ul style="list-style-type: none"> <li>• World maps (e.g., colonization, resources)</li> <li>• World economic diagrams</li> <li>• Political cartoons</li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>• Flowcharts</li> <li>• Diagrams</li> <li>• Excerpts</li> <li>• Bulleted lists</li> <li>• Maps</li> <li>• Political cartoons</li> </ul>	<p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 7<sup>th</sup> grade SOCIAL STUDIES

Strand 1: American History	Content Emphasis:	Type of Assessment
<p><b>Concept 7: Emergence of the Modern United States</b></p> <p>PO 10. Analyze the United States' expanding role in the world during the late 19th and early 20th centuries:</p> <ul style="list-style-type: none"> <li>a. Spanish American War</li> <li>b. Panama Canal</li> <li>c. Alaska and Hawaii</li> <li>d. Open Door Policy</li> <li>e. China – Boxer Rebellion</li> </ul> <p>SS07-S1C7-10</p> <p><u>Instructionally Linked To:</u></p> <p>S4C5PO4: Describe the positive and negative outcomes of human modification on the environment.</p> <p>S4C5PO7: Describe the factors (e.g., nearness to transportation routes, markets, raw materials, labor force) that influence the location, distribution, and interrelationships of economic activities in different places and world regions.</p> <p>RI.7.8: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p>	<p>United States competed for land, resources, and power throughout the world.</p> <ul style="list-style-type: none"> <li>• The United States acquisition of Alaska and Hawaii: <ul style="list-style-type: none"> <li>○ Natural Resources (sugar), strategic location (Pearl Harbor)</li> <li>○ Seward's Folly, natural resources (gold and oil), territorial expansion</li> </ul> </li> <li>• The Spanish-American War and its impact (e.g., sinking of the USS <i>Maine</i>; the acquisition of Philippines, Guam, Cuba, and Puerto Rico; yellow journalism)</li> <li>• The acquisition of Panama and construction of the canal (e.g., Theodore Roosevelt's role, and the expansion of trade)</li> <li>• The major policies regarding China (e.g., Open Door Policy, Spheres of Influence, Boxer Rebellion)</li> <li>• Roosevelt Corollary to the Monroe Doctrine</li> </ul> <p>Stimulus resources can include:</p> <ul style="list-style-type: none"> <li>• Yellow journalism</li> <li>• USS Maine primary source</li> <li>• Trade route map (e.g., Panama Canal)</li> <li>• Roosevelt's big speeches</li> <li>• Letter from Queen Liliuokalani to President William McKinley</li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>• Flowcharts</li> <li>• Diagrams</li> <li>• Excerpts</li> <li>• Bulleted lists</li> <li>• Political cartoons</li> </ul>	<p>MC</p> <p><u>DOK essence of the standard</u></p> <p>3</p>

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 7<sup>th</sup> grade SOCIAL STUDIES

Strand 1: American History	<u>Content Emphasis:</u>	<u>Type of Assessment</u>
<p><b>Concept 7: Emergence of the Modern United States</b></p> <p>PO 11. Describe major factors in Arizona history (e.g., territorial status, mining, constitutional convention) leading to statehood.</p> <p>S1C7.11</p>	Not assessed.	<u>DOK essence of the standard</u>



# POST-ASSESSMENT ITEM SPECIFICATIONS

## 7<sup>th</sup> grade SOCIAL STUDIES

Strand 1: American History	Content Emphasis:	Type of Assessment
<b>Concept 7: Emergence of the Modern United States</b>	<ul style="list-style-type: none"> <li>• The United States policy of isolationism</li> <li>• German tactics (i.e., unrestricted submarine warfare)</li> <li>• The sinking of the <i>Lusitania</i> and the impact on the United States</li> <li>• Zimmermann telegram</li> </ul>	MC
<p>PO 12. Describe the following events that led to United States involvement in World War I:</p> <ul style="list-style-type: none"> <li>a. shift away from isolationism</li> <li>b. sinking of the Lusitania</li> <li>c. Zimmermann Telegram</li> </ul>	<p>Stimulus resources can include:</p> <ul style="list-style-type: none"> <li>• Foreign policies (Roosevelt vs. Wilson)</li> <li>• Newspaper headlines</li> <li>• Zimmermann telegram</li> <li>• Propaganda posters</li> <li>• Political cartoons</li> </ul>	<p><u>DOK essence of the standard</u></p>
SS07-S1C7-12	<p>Stimulus types:</p> <ul style="list-style-type: none"> <li>• Flowcharts</li> <li>• Diagrams</li> <li>• Excerpts</li> <li>• Bulleted lists</li> <li>• Political cartoons</li> <li>• Propaganda posters</li> </ul>	2

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 7<sup>th</sup> grade SOCIAL STUDIES

Strand 1: American History	Content Emphasis:	Type of Assessment
<b>Concept 7: Emergence of the Modern United States</b>	<ul style="list-style-type: none"> <li>• Anti-German feelings in America</li> <li>• Selective Service Act</li> <li>• The Great Migration</li> <li>• Fourteen Points</li> <li>• Treaty of Versailles and the League of Nations</li> </ul>	MC
PO 13. Describe important events associated with World War I:		<u>DOK essence of the standard</u>
<ul style="list-style-type: none"> <li>a. anti-German feelings in the United States</li> <li>b. passing of the Selective Service Act</li> <li>c. migration of African-Americans to the north</li> <li>d. Wilson's Fourteen Points</li> <li>e. controversy over the Treaty of Versailles</li> </ul>	Stimulus resources can include:	2
SS07-S1C7-13	<ul style="list-style-type: none"> <li>• Propaganda poster</li> <li>• Great Migration graph</li> <li>• Fourteen Points document</li> <li>• Maps</li> <li>• Treaty of Versailles</li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>• Flowcharts</li> <li>• Diagrams</li> <li>• Excerpts</li> <li>• Bulleted lists</li> <li>• Maps</li> <li>• Political cartoons</li> <li>• Propaganda posters</li> <li>• Charts, tables, and graphs</li> </ul>	

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 7<sup>th</sup> grade SOCIAL STUDIES

Strand 1:	Content Emphasis:	Type of Assessment
<p><b>American History</b></p> <p><b>Concept 8: Great Depression and World War II</b></p> <p>PO 1. Identify economic policies and factors (e.g., unequal distribution of income, weaknesses in the farm sector, buying on margin, stock market crash) that led to the Great Depression.</p> <p>SS07-S1C8-01</p> <p><u>Instructionally Linked To:</u> S5C5 PO2: Describe how scarcity influences personal financial choices (e.g., buying, on margin, budgeting, saving, investing, credit).</p>	<p>Economic policies and factors that led to the Great Depression (e.g., inflation, unequal distribution of income, buying on margin, weaknesses in the farm sector, tariffs, overproduction, and the stock market crash)</p> <p>Stimulus resources can include:</p> <ul style="list-style-type: none"> <li>• Newspaper articles</li> <li>• Graphs/charts of stock market</li> <li>• Chart showing inflation</li> <li>• Fireside chats</li> <li>• Economic scenarios (e.g., buying on credit)</li> <li>• Economic statistics (e.g., employment, worth of goods, government spending)</li> <li>• Pictures (e.g., Great Depression, Dust Bowl)</li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>• Flowcharts</li> <li>• Diagrams</li> <li>• Paintings and pictures</li> <li>• Excerpts</li> <li>• Bulleted lists</li> <li>• Photographs</li> <li>• Charts, tables, and graphs</li> </ul>	<p>MC</p> <p><u>DOK essence of the standard</u></p> <p>1</p>

## POST-ASSESSMENT ITEM SPECIFICATIONS

### 7<sup>th</sup> grade SOCIAL STUDIES

Strand 1:	Content Emphasis:	Type of Assessment
<p><b>American History</b></p> <p><b>Concept 8: Great Depression and World War II</b></p> <p>PO 2. Determine the impact of natural and manmade crises (e.g., unemployment, food lines, the Dust Bowl, and the western migration of Midwest farmers) of the Great Depression.</p> <p>SS07-S1C8-02</p> <p><u>Instructionally Linked To:</u> S4C5 PO2: Describe the consequences of natural hazards (e.g., dust bowl, hurricanes, droughts, earthquakes).</p> <p>RI.7.10: By the end of the year, read and comprehend literary nonfiction in the grades 6-8, text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p><b>Content Emphasis:</b></p> <ul style="list-style-type: none"> <li>• The causes and impact of the Dust Bowl (e.g., farming practices, western migration, food supply, environmental change)</li> <li>• The impact of the stock market crash (e.g., food lines and unemployment)</li> </ul> <p>Stimulus resources can include:</p> <ul style="list-style-type: none"> <li>• Primary resources</li> <li>• Fictional accounts</li> <li>• Documentaries</li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>• Flowcharts</li> <li>• Diagrams</li> <li>• Excerpts</li> <li>• Bulleted lists</li> </ul>	<p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 7<sup>th</sup> grade SOCIAL STUDIES

Strand 1:	Content Emphasis:	Type of Assessment
<p><b>American History</b></p> <p><b>Concept 8: Great Depression and World War II</b></p> <p>PO 3. Describe how the following New Deal programs affected the American people:</p> <ul style="list-style-type: none"> <li>a. works programs (e.g., WPA, CCC, TVA)</li> <li>b. farm subsidies</li> <li>c. Social Security</li> </ul> <p>SS07-S1C8-03</p> <p><u>Instructionally Linked To:</u></p> <p>S5C2 PO10: Describe the government's role in economic recovery for the individual (e.g., farm subsidy, securities, Social Security, exchange regulations).</p> <p>S5C3 PO3: Analyze the government's role (e.g., FDIC, Securities and Exchange Commission) in national economic recovery.</p>	<p>Roosevelt's New Deal programs (e.g., WPA, CCC, TVA, farm subsidies, and SSA)</p> <p>Stimulus resources can include:</p> <ul style="list-style-type: none"> <li>• Advertisements</li> <li>• Photographs</li> <li>• Political cartoons</li> <li>• Radio shows</li> <li>• Letters from Eleanor Roosevelt</li> <li>• Statistics (e.g., job growth and recovery)</li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>• Flowcharts</li> <li>• Diagrams</li> <li>• Excerpts</li> <li>• Bulleted lists</li> <li>• Photographs</li> <li>• Political cartoons</li> <li>• Charts, tables, and graphs</li> </ul>	<p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 7<sup>th</sup> grade SOCIAL STUDIES

<b>Strand 1:</b> <b>American History</b>  <b>Concept 8: Great Depression and World War II</b>  PO 4: Describe how Pearl Harbor led to United States involvement in World War II.  SS07-S1C8-04	<u>Content Emphasis:</u>  Not assessed.	<u>Type of Assessment</u>  <u>DOK essence of the standard</u>
<b>Strand 1:</b> <b>American History</b>  <b>Concept 8: Great Depression and World War II</b>  PO 5: Describe the impact of World War II on economic recovery from the Great Depression.  SS07-S1C8-05	<u>Content Emphasis:</u>  Not assessed.	<u>Type of Assessment</u>  <u>DOK essence of the standard</u>

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 7<sup>th</sup> grade SOCIAL STUDIES

<p><b>Strand 1:</b> <b>American History</b></p> <p><b>Concept 10: Contemporary United States</b></p> <p>PO 1. Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</p> <p>SS07-S1C10-01</p>	<p><u>Content Emphasis:</u></p> <p>Not assessed.</p>	<p><u>Type of Assessment</u></p> <p><u>DOK essence of the standard</u></p>
<p><b>Strand 1:</b> <b>American History</b></p> <p><b>Concept 10: Contemporary United States</b></p> <p>PO 2. Identify the connection between current and historical events and issues studied at this grade level using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</p> <p>SS07-S1C10-02</p>	<p><u>Content Emphasis</u></p> <p>Not assessed.</p>	<p><u>Type of Assessment</u></p> <p><u>DOK essence of the standard</u></p>

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 7<sup>th</sup> grade SOCIAL STUDIES

Strand 1: American History	<u>Content Emphasis</u>	<u>Type of Assessment</u>
<p><b>Concept 10: Contemporary United States</b></p> <p>PO 3. Describe how key political, social, geographic, and economic events of the late 20th century and early 21st century affected, and continue to affect, the United States.</p> <p>SS07-S1C10-03</p>	<p>Not assessed.</p>	<p><u>DOK essence of the standard</u></p>



# POST-ASSESSMENT ITEM SPECIFICATIONS

## 7<sup>th</sup> grade SOCIAL STUDIES

<p><b>Strand 2:</b> <b>World History</b></p> <p><b>Concept 1: Research Skills for History</b></p> <p>PO 1. Construct charts, graphs, and narratives using historical data.</p> <p>SS07-S2C1-01</p>	<p><u>Content Emphasis</u></p> <p>Not assessed.</p>	<p><u>Type of Assessment</u></p> <p><u>DOK essence of the standard</u></p>
<p><b>Strand 2:</b> <b>World History</b></p> <p><b>Concept 1: Research Skills for History</b></p> <p>PO 2. Interpret historical data displayed in graphs, tables, and charts.</p> <p>SS07-S2C1-02</p>	<p><u>Content Emphasis</u></p> <p>Not assessed.</p>	<p><u>Type of Assessment</u></p> <p><u>DOK essence of the standard</u></p>

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 7<sup>th</sup> grade SOCIAL STUDIES

<b>Strand 2:</b> <b>World History</b>  <b>Concept 1: Research Skills for History</b>  PO 3. Construct timelines (e.g., presidents/world leaders, key events, people) of the historical era being studied.  SS07-S2C1-03	<u>Content Emphasis</u>  Not assessed.	<u>Type of Assessment</u>  <u>DOK essence of the standard</u>
<b>Strand 2:</b> <b>World History</b>  <b>Concept 1: Research Skills for History</b>  PO 4. Formulate questions that can be answered by historical study and research.  SS07-S2C1-04	<u>Content Emphasis</u>  Not assessed.	<u>Type of Assessment</u>  <u>DOK essence of the standard</u>
<b>Strand 2:</b> <b>World History</b>  <b>Concept 1: Research Skills for History</b>  PO 5. Describe the relationship between a primary source document and a secondary source document.  SS07-S2C1-05	<u>Content Emphasis</u>  Not assessed.	<u>Type of Assessment</u>  <u>DOK essence of the standard</u>

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 7<sup>th</sup> grade SOCIAL STUDIES

<b>Strand 2:</b> <b>World History</b>  <b>Concept 1: Research Skills for History</b>  PO 6. Determine the credibility and bias of primary and secondary sources.  SS07-S2C1-06	<u>Content Emphasis</u>  Not assessed.	<u>Type of Assessment</u>  <u>DOK essence of the standard</u>
<b>Strand 2:</b> <b>World History</b>  <b>Concept 1: Research Skills for History</b>  PO 7. Analyze cause and effect relationships between and among individuals and/or historical events.  SS07-S2C1-07	<u>Content Emphasis</u>  Not assessed.	<u>Type of Assessment</u>  <u>DOK essence of the standard</u>
<b>Strand 2:</b> <b>World History</b>  <b>Concept 1: Research Skills for History</b>  PO 8. Describe two points of view on the same historical event.  SS07-S2C1-08	<u>Content Emphasis</u>  Not assessed.	<u>Type of Assessment</u>  <u>DOK essence of the standard</u>

## POST-ASSESSMENT ITEM SPECIFICATIONS

### 7<sup>th</sup> grade SOCIAL STUDIES

<b>Strand 2: World History</b>	<u>Content Emphasis:</u>	<u>Type of Assessment</u>
<b>Concept 6: Age of Revolution</b>  PO 1. Describe how innovations and inventions during the Industrial Revolution impacted industry, manufacturing, and transportation.  SS07-S2C6-01	<ul style="list-style-type: none"> <li>The impact of innovations and inventions on industry, manufacturing, and transportation (e.g., assembly line, interchangeable parts, automobile industry, mass transit)</li> </ul> Stimulus types: <ul style="list-style-type: none"> <li>Flowcharts</li> <li>Diagrams</li> <li>Excerpts</li> <li>Bulleted lists</li> </ul>	MC
		<u>DOK essence of the standard</u>  2

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 7<sup>th</sup> grade SOCIAL STUDIES

Strand 2: World History	Content Emphasis:	Type of Assessment
<p><b>Concept 6: Age of Revolution</b></p> <p>PO 2. Determine the effect of the Industrial Revolution on the Western World:</p> <ul style="list-style-type: none"> <li>a. growth of cities</li> <li>b. rise of middle class</li> <li>c. spread of industrialism</li> <li>d. rise of imperialism</li> <li>e. foundation for future technological advances</li> <li>f. labor issues</li> </ul> <p>SS07-S2C6-02</p>	<ul style="list-style-type: none"> <li>• The effect of the Industrial Revolution on the Western World (e.g., growth of cities, rise of middle class, immigration, spread of industrialism, rise of imperialism, technological advances, and labor issues)</li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>• Flowcharts</li> <li>• Diagrams</li> <li>• Excerpts</li> <li>• Bulleted lists</li> <li>• Maps</li> <li>• Charts</li> </ul>	<p>MC</p> <hr/> <p><u>DOK essence of the standard</u></p> <p>2</p>

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 7<sup>th</sup> grade SOCIAL STUDIES

<p><b>Strand 2:</b> <b>World History</b></p> <p><b>Concept 7: Age of Imperialism</b></p> <p>PO 1. Describe the effects of the following factors on the rise of imperialism:</p> <ul style="list-style-type: none"> <li>a. increased need for raw materials</li> <li>b. increased need for consumers</li> <li>c. nationalism – countries increased power</li> </ul> <p>SS07-S2C7-01</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> <li>• Causes of imperialism (e.g., need for resources and consumers, nationalism)</li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>• Flowcharts</li> <li>• Diagrams</li> <li>• Excerpts</li> <li>• Bulleted lists</li> <li>• Charts</li> </ul>	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>
<p><b>Strand 2:</b> <b>World History</b></p> <p><b>Concept 7: Age of Imperialism</b></p> <p>PO 2. Describe how areas in the world (e.g., Africa, India, and China) were impacted by the imperialism of European countries.</p> <p>SS07-S2C7-02</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> <li>• Impact of European imperialism (e.g., Africa, India, and China)</li> <li>• Conflict, e.g., The Boxer Rebellion</li> <li>• Exploitation, e.g., resources, labor</li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>• Flowcharts</li> <li>• Diagrams</li> <li>• Excerpts</li> <li>• Bulleted lists</li> <li>• Charts, tables, and graphs</li> </ul>	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 7<sup>th</sup> grade SOCIAL STUDIES

Strand 2: World History	<u>Content Emphasis:</u>	<u>Type of Assessment</u> MC
<p><b>Concept 7: Age of Imperialism</b></p> <p>PO 3. Describe how industrialization in Japan led to its rise as a world power.</p> <p>SS07-S2C7-03</p>	<ul style="list-style-type: none"> <li>• Japan's rise as a world power through industrialization</li> <li>• Connection between industrialization, militarism, and nationalism</li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>• Flowcharts</li> <li>• Diagrams</li> <li>• Excerpts</li> <li>• Bulleted lists</li> <li>• Charts, tables, and graphs</li> </ul>	<p><u>DOK essence of the standard</u> 2</p>

# **POST-ASSESSMENT ITEM SPECIFICATIONS** **7<sup>th</sup> grade SOCIAL STUDIES**

<b>Strand 2:</b> <b>World History</b>	<u>Content Emphasis:</u>	<u>Type of Assessment</u>
<p><b>Concept 7: Age of Imperialism</b></p> <p>PO 4. Describe the impact of American interests in the following areas during the late 19th century and the early 20th century:</p> <ul style="list-style-type: none"> <li>a. Philippines, Cuba, Puerto Rico, and the Spanish-American War</li> <li>b. China and the Boxer Rebellion</li> <li>c. Colombia and the building of the Panama Canal</li> <li>d. Hawaiian annexation</li> </ul> <p>SS07-S2C7-04</p>	<ul style="list-style-type: none"> <li>• Impact of American imperialism (e.g., the Philippines, Cuba, Puerto Rico, China, the Boxer Rebellion, Panama Canal, Hawaii)</li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>• Flowcharts</li> <li>• Diagrams</li> <li>• Excerpts</li> <li>• Bulleted lists</li> <li>• Charts, tables, and graphs</li> </ul>	<p style="text-align: center;">MC</p> <hr/> <p><u>DOK essence of the standard</u></p> <p style="text-align: center;">2</p>



# POST-ASSESSMENT ITEM SPECIFICATIONS

## 7<sup>th</sup> grade SOCIAL STUDIES

<p><b>Strand 2:</b> <b>World History</b></p> <p><b>Concept 8: World at War</b></p> <p>PO 1. Explain how the following world movements led to World War I:</p> <ul style="list-style-type: none"> <li>a. militarism</li> <li>b. imperialism</li> <li>c. nationalism</li> <li>d. formation of alliances</li> </ul> <p>SS07-S2C8-01</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> <li>Causes of WWI (militarism, imperialism, nationalism, alliances)</li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>Flowcharts</li> <li>Diagrams</li> <li>Excerpts</li> <li>Bulleted lists</li> <li>Political cartoons</li> </ul>	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>
<p><b>Strand 2:</b> <b>World History</b></p> <p><b>Concept 8: World at War</b></p> <p>PO 2. Summarize the outcomes of World War I:</p> <ul style="list-style-type: none"> <li>a. Treaty of Versailles (e.g., restrictions on Germany, end of the Ottoman Empire, redrawing of European boundaries)</li> <li>b. economic issues (e.g., national debt, spread of socialism)</li> </ul> <p>SS07-S2C8-02</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> <li>Outcomes of WWI (Treaty of Versailles, re-drawing of European maps and boundaries, economic issues, spread of socialism)</li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>Flowcharts</li> <li>Diagrams</li> <li>Excerpts</li> <li>Bulleted lists</li> <li>Maps</li> <li>Charts, tables, and graphs</li> </ul>	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 7<sup>th</sup> grade SOCIAL STUDIES

<p><b>Strand 2:</b> <b>World History</b></p> <p><b>Concept 8: World at War</b></p> <p>PO 3. Describe the rise of totalitarianism in Europe following World War I:</p> <ul style="list-style-type: none"> <li>a. Italy under Mussolini</li> <li>b. Germany under Hitler</li> <li>c. Soviet Union under Stalin</li> </ul> <p>SS07-S2C8-03</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> <li>• Rise of totalitarianism (e.g., Mussolini, Hitler, Stalin)</li> </ul> <p><u>Stimulus types:</u></p> <ul style="list-style-type: none"> <li>• Flowcharts</li> <li>• Diagrams</li> <li>• Excerpts</li> <li>• Bulleted lists</li> </ul>	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>
<p><b>Strand 2:</b> <b>World History</b></p> <p><b>Concept 9: Contemporary World</b></p> <p>PO 1. Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</p> <p>SS07-S2C9-01</p>	<p><u>Content Emphasis</u></p> <p>Not assessed.</p>	<p><u>Type of Assessment</u></p> <p><u>DOK essence of the standard</u></p>

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 7<sup>th</sup> grade SOCIAL STUDIES

<p><b>Strand 2:</b> <b>World History</b></p> <p><b>Concept 9: Contemporary World</b></p> <p>PO 2. Identify the connection between current and historical events and issues identified in Concept 8 above using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</p> <p>SS07-S2C9-02</p>	<p><u>Content Emphasis</u></p> <p>Not assessed.</p>	<p><u>Type of Assessment</u></p> <p><u>DOK essence of the standard</u></p>
<p><b>Strand 2:</b> <b>World History</b></p> <p><b>Concept 9: Contemporary World</b></p> <p>PO 3. Analyze how world events of the late 20th century and early 21st century (e.g., terrorism, globalization, conflicts, interdependence, natural disasters, advancements in science and technology, environmental issues) affected, and continue to affect, the social, political, geographic, and economic climate of the world.</p> <p>SS07-S2C9-03</p>	<p><u>Content Emphasis</u></p> <p>Not assessed.</p>	<p><u>Type of Assessment</u></p> <p><u>DOK essence of the standard</u></p>

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 7<sup>th</sup> grade SOCIAL STUDIES

Strand 2: World History	<u>Content Emphasis</u>	<u>Type of Assessment</u>
<p><b>Concept 9: Contemporary World</b></p> <p>PO 4. Compare the economic, political, and social aspects of a country identified in Concept 8 above during the first half of the 20th century to its contemporary economic, political, and social aspects.</p> <p>SS07-S2C9-04</p>	<p>Not assessed.</p>	<p><u>DOK essence of the standard</u></p>

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 7<sup>th</sup> grade SOCIAL STUDIES

Strand 3: Civics/Government	Content Emphasis:	Type of Assessment
<p><b>Concept 1: Foundations of Government</b></p> <p>PO 1. Analyze the significance of the principles and ideals of the following documents:</p> <ul style="list-style-type: none"> <li>a. Bill of Rights (as related to specific time periods)</li> <li>b. Emancipation Proclamation</li> </ul> <p>SS07-S3C1-01</p>	<ul style="list-style-type: none"> <li>• The significance of the Bill of Rights and their application of amendments to real life and historical scenarios:</li> <li>• First Amendment's relationship to the KKK</li> <li>• Freedom of the Press in relation to political cartoons</li> <li>• Yellow Journalism in the Spanish-American War and its relation to Freedom of the Press</li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>• Flowcharts</li> <li>• Diagrams</li> <li>• Excerpts</li> <li>• Bulleted lists</li> <li>• Political cartoons</li> </ul> <p>Do not write any test questions regarding the Emancipation Proclamation for this concept.</p>	<p>MC</p> <hr/> <p><u>DOK essence of the standard</u></p> <p>3</p>

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 7<sup>th</sup> grade SOCIAL STUDIES

Strand 3: Civics/Government	<u>Content Emphasis</u>	<u>Type of Assessment</u>
<p><b>Concept 1: Foundations of Government</b></p> <p>PO 2. Analyze Arizona’s transition from territory to statehood:</p> <ul style="list-style-type: none"> <li>a. locations of capital</li> <li>b. founding people</li> <li>c. Arizona’s constitution</li> </ul> <p>SS07-S3C1-02</p>	Not assessed.	<u>DOK essence of the standard</u>

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 7<sup>th</sup> grade SOCIAL STUDIES

Strand 3: Civics/Government	<u>Content Emphasis:</u>	<u>Type of Assessment</u>
<p><b>Concept 2: Structure of Government</b></p> <p>PO 1. Describe how the powers of checks and balances are used in the following:</p> <ul style="list-style-type: none"> <li>a. impeachment</li> <li>b. declaring war</li> <li>c. treaties</li> <li>d. veto</li> <li>e. judicial review</li> </ul> <p>SS07-S3C2-01</p>	<ul style="list-style-type: none"> <li>• Impeachment as a legislative check on executive and judicial powers</li> <li>• Declaring war as a legislative check on executive power of commander-in-chief</li> <li>• Treaties as a legislative check on executive power</li> <li>• Veto as an executive check on legislative power</li> <li>• Judicial review as a judicial check on legislative and executive powers</li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>• Flowcharts</li> <li>• Diagrams</li> <li>• Excerpts</li> <li>• Bulleted lists</li> <li>• Political cartoons</li> </ul>	<p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 7<sup>th</sup> grade SOCIAL STUDIES

Strand 3: Civics/Government	Content Emphasis:	Type of Assessment
<p><b>Concept 3: Functions of Government</b></p> <p>PO 1. Analyze the significance of the following judicial decisions:</p> <ul style="list-style-type: none"> <li>a. Dred Scott</li> <li>b. <i>Plessy v. Ferguson</i></li> <li>c. Scopes Trial</li> </ul> <p>SS07-S3C3-01</p>	<ul style="list-style-type: none"> <li>• The significance of the Dred Scott decision (i.e., slaves do not have Constitutional rights, nullified geographic border 36°30” established in Missouri Compromise of 1820)</li> <li>• The significance of <i>Plessy v. Ferguson</i> (i.e., establishment of “separate but equal”)</li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>• Flowcharts</li> <li>• Diagrams</li> <li>• Excerpts</li> </ul> <p>Do not assess Scopes Trial.</p>	<p>MC</p> <p><u>DOK essence of the standard</u></p> <p>3</p>



# POST-ASSESSMENT ITEM SPECIFICATIONS

## 7<sup>th</sup> grade SOCIAL STUDIES

<p><b>Strand 3:</b> <b>Civics/Government</b></p> <p><b>Concept 3: Functions of Government</b></p> <p>PO 2. Identify the government's role in progressive reforms (e.g., women's suffrage, labor unions, temperance movement, civil rights).</p> <p>SS07-S3C3-02</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> <li>• Need to focus on the government's role in: <ul style="list-style-type: none"> <li>• Women's Suffrage established in 19<sup>th</sup> Amendment</li> <li>• Temperance movement established in 18<sup>th</sup> Amendment and repealed in 21<sup>st</sup> Amendment</li> <li>• Civil Rights established in the 13<sup>th</sup>, 14<sup>th</sup>, 15<sup>th</sup> Amendments</li> </ul> </li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>• Flowcharts</li> <li>• Diagrams</li> <li>• Excerpts</li> <li>• Bulleted lists</li> </ul>	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>
<p><b>Strand 3:</b> <b>Civics/Government</b></p> <p><b>Concept 4: Rights, Responsibilities, and Roles of Citizenship</b></p> <p>PO 1. Describe the benefits of community service.</p> <p>SS07-S3C4-01</p>	<p><u>Content Emphasis</u></p> <p>Not assessed.</p>	<p><u>Type of Assessment</u></p> <p><u>DOK essence of the standard</u></p>

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 7<sup>th</sup> grade SOCIAL STUDIES

<p><b>Strand 3:</b> <b>Civics/Government</b></p> <p><b>Concept 4: Rights, Responsibilities, and Roles of Citizenship</b></p> <p>PO 2. Discuss the character traits (e.g., respect, responsibility, fairness, involvement) that are important to the preservation and improvement of constitutional democracy in the United States.</p> <p>SS07-S3C4-02</p>	<p><u>Content Emphasis</u></p> <p>Not assessed.</p>	<p><u>Type of Assessment</u></p> <p><u>DOK essence of the standard</u></p>
<p><b>Strand 3:</b> <b>Civics/Government</b></p> <p><b>Concept 4: Rights, Responsibilities, and Roles of Citizenship</b></p> <p>PO 3. Describe the importance of citizens being actively involved in the democratic process (e.g., voting, student government, involvement in political decision making, analyzing issues, petitioning public officials).</p> <p>SS07-S3C4-03</p>	<p><u>Content Emphasis</u></p> <p>Not assessed.</p>	<p><u>Type of Assessment</u></p> <p><u>DOK essence of the standard</u></p>

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 7<sup>th</sup> grade SOCIAL STUDIES

Strand 3: Civics/Government	<u>Content Emphasis</u>	<u>Type of Assessment</u>
<p><b>Concept 4: Rights, Responsibilities, and Roles of Citizenship</b></p> <p>PO 4. Explain the obligations and responsibilities of citizenship:</p> <ul style="list-style-type: none"> <li>a. upholding the Constitution</li> <li>b. obeying the law</li> <li>c. paying taxes</li> <li>d. registering for selective service</li> <li>e. jury duty</li> </ul> <p>SS07-S3C4-04</p>	<p>Not assessed.</p>	<p><u>DOK essence of the standard</u></p>

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 7<sup>th</sup> grade SOCIAL STUDIES

Strand 3: Civics/Government	<u>Content Emphasis:</u>	<u>Type of Assessment</u>
<b>Concept 4: Rights, Responsibilities, and Roles of Citizenship</b>	<ul style="list-style-type: none"> <li>• 13<sup>th</sup> Amendment: Ended slavery</li> <li>• 14<sup>th</sup> Amendment: Everyone born in the U.S. is a citizen; freed slaves and granted citizenship</li> <li>• 15<sup>th</sup> Amendment: All men allowed to vote regardless of race</li> <li>• 18<sup>th</sup> Amendment: Established Prohibition</li> <li>• 19<sup>th</sup> Amendment: Gave women right to vote</li> <li>• 21<sup>st</sup> Amendment: Repealed 18<sup>th</sup> Amendment</li> <li>• Jim Crow Laws: Required separation of whites and people of other ethnicities in all public places</li> <li>• Black Codes: Laws passed by Southern states to limit what African Americans were allowed to do</li> </ul>	MC
PO 5. Describe the impact of Constitutional Amendments and laws (e.g., Thirteenth, Fourteenth, Fifteenth, Eighteenth, Nineteenth, and Twenty-first Amendments, Jim Crow Laws, Black Codes, Dawes Act) that came about during the historical time periods studied.		<u>DOK essence of the standard</u>
SS07-S3C4-05	Stimulus types: <ul style="list-style-type: none"> <li>• Flowcharts</li> <li>• Diagrams</li> <li>• Excerpts</li> <li>• Bulleted lists</li> <li>• Political cartoons</li> </ul>	2

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 7<sup>th</sup> grade SOCIAL STUDIES

Strand 3: Civics/Government	Content Emphasis:	Type of Assessment
<b>Concept 5: Government Systems of the World</b>	<ul style="list-style-type: none"> <li>The presidential powers exercised by Woodrow Wilson at the end of World War I (e.g., Fourteen Points laid out new plan for international cooperation through the League of Nations)</li> <li>Four major allied powers placed blame on Germany through Treaty of Versailles</li> </ul>	MC
PO 1. Discuss how negotiations with foreign governments have led to the development of foreign policy initiatives (e.g., Treaty of Versailles, Fourteen Points, League of Nations).		<u>DOK essence of the standard</u>
SS07-S3C5-01		2
	Stimulus resources can include:	
	<ul style="list-style-type: none"> <li>Excerpts from Fourteen Points, League of Nations, and Treaty of Versailles</li> <li>Compare/contrast charts for Fourteen Points vs. Treaty of Versailles</li> </ul>	
	Stimulus types: <ul style="list-style-type: none"> <li>Flowcharts</li> <li>Diagrams</li> <li>Excerpts</li> <li>Bulleted lists</li> <li>Charts</li> </ul>	

# **POST-ASSESSMENT ITEM SPECIFICATIONS** **7<sup>th</sup> grade SOCIAL STUDIES**

<p><b>Strand 3:</b>  <b>Civics/Government</b></p> <p><b>Concept 5: Government Systems of the World</b></p> <p>PO 2. Compare different types of governments:</p> <ul style="list-style-type: none"> <li>a. dictatorship</li> <li>b. totalitarian</li> <li>c. monarchies</li> </ul> <p>SS07-S3C5-02</p>	<p><u>Content Emphasis</u></p> <p>Not assessed.</p>	<p><u>Type of Assessment</u></p> <p><u>DOK essence of the standard</u></p>
<p><b>Strand 4:</b>  <b>Geography</b></p> <p><b>Concept 1: The World in Spatial Terms</b></p> <p>PO 1. Construct maps, charts, and graphs to display geographic information.</p> <p>SS07-S4C1-01</p>	<p><u>Content Emphasis</u></p> <p>Not assessed.</p>	<p><u>Type of Assessment</u></p> <p><u>DOK essence of the standard</u></p>

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 7<sup>th</sup> grade SOCIAL STUDIES

<p><b>Strand 4: Geography</b></p> <p><b>Concept 1: The World in Spatial Terms</b></p> <p>PO 2. Identify purposes and differences of maps, globes, aerial photographs, charts, and satellite images.</p> <p>SS07-S4C1-02</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> <li>Purpose and differences of maps (e.g., historical, physical, and political), globes, aerial photographs, charts, and satellite images</li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>Maps</li> <li>Aerial photographs</li> <li>Satellite images</li> </ul>	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>1</p>
<p><b>Strand 4: Geography</b></p> <p><b>Concept 1: The World in Spatial Terms</b></p> <p>PO 3. Interpret maps, charts, and geographic databases using geographic information.</p> <p>SS07-S4C1-03</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> <li>Maps, charts, and geographic databases (e.g., purposes of map)</li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>Maps</li> <li>Charts</li> <li>Geographic databases</li> </ul>	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 7<sup>th</sup> grade SOCIAL STUDIES

<p><b>Strand 4: Geography</b></p> <p><b>Concept 1: The World in Spatial Terms</b></p> <p>PO 4. Locate physical and cultural features (e.g., continents, cities, countries, significant waterways, mountain ranges, climate zones, major water bodies, landforms) throughout the world.</p> <p>SS07-S4C1-04</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> <li>Physical and cultural features on maps, globes (e.g., interpretation of latitude, longitude, equator, prime meridian, map skills, and vocabulary)</li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>Maps</li> </ul>	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>1</p>
<p><b>Strand 4: Geography</b></p> <p><b>Concept 1: The World in Spatial Terms</b></p> <p>PO 5. Interpret thematic maps, graphs, charts, and databases depicting various aspects of the United States and world regions. (Apply to regions studied.)</p> <p>SS07-S4C1-05</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> <li>Thematic maps (e.g., Eastern and Western United States, Europe, Central America, and China)</li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>Maps</li> <li>Graphs</li> <li>Charts</li> <li>Databases</li> </ul>	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>



# **POST-ASSESSMENT ITEM SPECIFICATIONS** **7<sup>th</sup> grade SOCIAL STUDIES**

<b>Strand 4: Geography</b>  <b>Concept 2: Places and Regions</b>  PO 1. Describe the human and physical characteristics of places and regions.  SS07-S4C2-01	<u>Content Emphasis</u>  Not assessed.	<u>Type of Assessment</u>  <u>DOK essence of the standard</u>
<b>Strand 4: Geography</b>  <b>Concept 2: Places and Regions</b>  PO 2. Explain the concept of regions and why they change.  SS07-S4C2-02	<u>Content Emphasis</u>  Not assessed.	<u>Type of Assessment</u>  <u>DOK essence of the standard</u>
<b>Strand 4: Geography</b>  <b>Concept 2: Places and Regions</b>  PO 3. Compare the historical and contemporary interactions among people in different places and regions.  SS07-S4C2-03	<u>Content Emphasis</u>  Not assessed.	<u>Type of Assessment</u>  <u>DOK essence of the standard</u>

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 7<sup>th</sup> grade SOCIAL STUDIES

<b>Strand 4: Geography</b>  <b>Concept 2: Places and Regions</b>  PO 4. Describe how a place changes over time. (Connect with content studied.)  SS07-S4C2-04	<u>Content Emphasis</u>  Not assessed.	<u>Type of Assessment</u>  <u>DOK essence of the standard</u>
<b>Strand 4: Geography</b>  <b>Concept 3: Physical Systems</b>  PO 1. These concepts are reinforced in Social Studies classes, but assessed through Science.  SS07-S4C3-01	<u>Content Emphasis</u>  Not assessed.	<u>Type of Assessment</u>  <u>DOK essence of the standard</u>
<b>Strand 4: Geography</b>  <b>Concept 4: Human Systems</b>  PO 1. Discuss the implications of the demographic structure of places and regions.  SS07-S4C4-01	<u>Content Emphasis:</u> <ul style="list-style-type: none"> <li>• Implications of demographic structures of places and regions (e.g., race in the antebellum South, nationality in pre-WWI Europe)</li> </ul> Stimulus types: <ul style="list-style-type: none"> <li>• Bulleted lists</li> <li>• Maps</li> <li>• Charts, tables, and graphs</li> </ul>	<u>Type of Assessment</u>  MC  <u>DOK essence of the standard</u>  2

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 7<sup>th</sup> grade SOCIAL STUDIES

Strand 4: Geography	<u>Content Emphasis:</u>	<u>Type of Assessment</u>
<b>Concept 4: Human Systems</b>	<ul style="list-style-type: none"> <li>• Push and pull factors - Items should focus on only these factors:</li> </ul>	MC
PO 2. Describe the push and pull factors (e.g., need for raw materials, enslavement, employment opportunities, impact of war, religious freedom, political freedom) that cause human migrations.	<ul style="list-style-type: none"> <li>• Need for raw materials (e.g., oil, precious metals, cotton)</li> <li>• Enslavement (e.g., triangular trade)</li> <li>• Employment opportunities (e.g., Great Migration)</li> <li>• Impact of war (e.g., WWI, carpetbaggers)</li> <li>• Political freedom</li> </ul>	<u>DOK essence of the standard</u>
SS07-S4C4-02	Stimulus types: <ul style="list-style-type: none"> <li>• Flowcharts</li> <li>• Diagrams</li> <li>• Bulleted lists</li> <li>• Maps</li> <li>• Charts, tables, and graphs</li> </ul>	2

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 7<sup>th</sup> grade SOCIAL STUDIES

Strand 4: Geography	<u>Content Emphasis:</u>	<u>Type of Assessment</u>
<b>Concept 4: Human Systems</b>	<ul style="list-style-type: none"> <li>Human migration:               <ul style="list-style-type: none"> <li>Imperialism</li> <li>Changing of political boundaries (e.g., after WWI)</li> <li>Exposure to new cultures</li> </ul> </li> </ul>	MC
PO 3. Describe the effects of human migration (e.g., imperialism, quota system, changing of political boundaries, multiculturalism) in the U.S. and regions of the world.		<u>DOK essence of the standard</u>
SS07-S4C4-03	Stimulus types: <ul style="list-style-type: none"> <li>Flowcharts</li> <li>Diagrams</li> <li>Bulleted lists</li> <li>Maps</li> <li>Charts, tables, and graphs</li> </ul>	2

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 7<sup>th</sup> grade SOCIAL STUDIES

<p><b>Strand 4:</b> <b>Geography</b></p> <p><b>Concept 4: Human Systems</b></p> <p>PO 4. Analyze how social (e.g., family), physical (e.g., good climate, farmland, water, minerals), and economic (e.g., jobs) resources influence where human populations choose to live.</p> <p>SS07-S4C4-04</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> <li>• The influence of resources on human movement: <ul style="list-style-type: none"> <li>• Social (e.g., family, ethnicity)</li> <li>• Economic (e.g., jobs)</li> <li>• Physical (e.g., good climate, farmland, water, minerals)</li> </ul> </li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>• Flowcharts</li> <li>• Diagrams</li> <li>• Bulleted lists</li> <li>• Maps</li> <li>• Charts, tables, and graphs</li> </ul>	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>3</p>
<p><b>Strand 4:</b> <b>Geography</b></p> <p><b>Concept 4: Human Systems</b></p> <p>PO 5. Analyze the effects of settlement (e.g., quality of life, transportation, population density) on places.</p> <p>SS07-S4C4-05</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> <li>• The effects of settlement on places: <ul style="list-style-type: none"> <li>• Transportation (e.g., mass transit, railroads, automobile)</li> <li>• Population density (e.g., tenements, slums, cities)</li> </ul> </li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>• Flowcharts</li> <li>• Diagrams</li> <li>• Bulleted lists</li> <li>• Maps</li> <li>• Charts, tables, and graphs</li> </ul>	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>3</p>

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 7<sup>th</sup> grade SOCIAL STUDIES

<p><b>Strand 4:</b> <b>Geography</b></p> <p><b>Concept 4: Human Systems</b></p> <p>PO 6. Describe the distributions and patterns of cultural characteristics (e.g., religions, language, standards of living) over time.</p> <p>SS07-S4C4-06</p>	<p><u>Content Emphasis</u></p> <p>Not assessed.</p>	<p><u>Type of Assessment</u></p> <p><u>DOK essence of the standard</u></p>
<p><b>Strand 4: Geography</b></p> <p><b>Concept 4: Human Systems</b></p> <p>PO 7. Describe the factors (e.g., nearness to transportation routes, markets, raw materials, labor force) that influence the location, distribution and interrelationships of economic activities in different places and world regions.</p> <p>SS07-S4C4-07</p>	<p><u>Content Emphasis</u></p> <p>Not assessed.</p>	<p><u>Type of Assessment</u></p> <p><u>DOK essence of the standard</u></p>
<p><b>Strand 4:</b> <b>Geography</b></p> <p><b>Concept 4: Human Systems</b></p> <p>PO 8. Explain how cooperation and conflict contribute to political, economic, and social activities.</p> <p>SS07-S4C4-08</p>	<p><u>Content Emphasis</u></p> <p>Not assessed.</p>	<p><u>Type of Assessment</u></p> <p><u>DOK essence of the standard</u></p>

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 7<sup>th</sup> grade SOCIAL STUDIES

<p><b>Strand 4:</b> <b>Geography</b></p> <p><b>Concept 4: Human Systems</b></p> <p>PO 9. Identify cultural aspects (e.g., literacy rates, occupations, property rights) based on social and political factors.</p> <p>SS07-S4C4-09</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> <li>• Cultural aspects of human systems: <ul style="list-style-type: none"> <li>• Social (e.g., literacy rates during Reconstruction)</li> <li>• Political (e.g., occupations, property rights, spread of democracy after WWI)</li> </ul> </li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>• Flowcharts</li> <li>• Diagrams</li> <li>• Bulleted lists</li> <li>• Maps</li> <li>• Charts, tables, and graphs</li> </ul>	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>
<p><b>Strand 4:</b> <b>Geography</b></p> <p><b>Concept 4: Human Systems</b></p> <p>PO 10. Describe how changes in technology, transportation, communication, and resources affect the location of economic activities in places and world regions.</p> <p>SS07-S4C4-10</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> <li>• Changes in location of economic activities: <ul style="list-style-type: none"> <li>• Technology (e.g., inventions, electricity)</li> <li>• Transportation (e.g., railroad, automobile)</li> <li>• Communication (e.g., telegraph, telephone)</li> <li>• Resources (e.g., oil, mineral, lumber)</li> </ul> </li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>• Flowcharts</li> <li>• Diagrams</li> <li>• Bulleted lists</li> <li>• Maps</li> <li>• Charts, tables, and graphs</li> </ul>	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 7<sup>th</sup> grade SOCIAL STUDIES

<p><b>Strand 4:</b> <b>Geography</b></p> <p><b>Concept 5: Environment and Society</b></p> <p>PO 1. Identify the physical processes (e.g., conservation of natural resources, mining, water distribution in Arizona) that influence the formation and location of resources.</p> <p>SS07-S4C5-01</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> <li>Physical processes that influence the location of resources: <ul style="list-style-type: none"> <li>Arizona (e.g., water, silver, copper, cattle, cotton, climate, citrus)</li> </ul> </li> </ul> <p><u>Stimulus types:</u></p> <ul style="list-style-type: none"> <li>Flowcharts</li> <li>Diagrams</li> <li>Bulleted lists</li> <li>Maps</li> </ul>	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>1</p>
<p><b>Strand 4:</b> <b>Geography</b></p> <p><b>Concept 5: Environment and Society</b></p> <p>PO 2. Describe the consequences of natural hazards (e.g., Dust Bowl, hurricanes, droughts, earthquakes).</p> <p>SS07-S4C5-02</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> <li>Consequences of natural hazards: <ul style="list-style-type: none"> <li>Dust Bowl</li> <li>Flooding</li> <li>Crop damage and water shortages</li> <li>Property loss</li> </ul> </li> </ul> <p><u>Stimulus types:</u></p> <ul style="list-style-type: none"> <li>Flowcharts</li> <li>Diagrams</li> <li>Bulleted lists</li> <li>Photographs</li> <li>Maps</li> <li>Charts, tables, and graphs</li> </ul>	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>



# POST-ASSESSMENT ITEM SPECIFICATIONS

## 7<sup>th</sup> grade SOCIAL STUDIES

<p><b>Strand 4: Geography</b>  <b>Concept 5: Environment and Society</b></p> <p>PO 3. Describe how humans modify environments (e.g., conservation, deforestation, dams) and adapt to the environment.</p> <p>SS07-S4C5-03</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> <li>• Humans modify and adapt to environment: <ul style="list-style-type: none"> <li>• Conservation</li> <li>• Dams (e.g., TVA, Hoover)</li> <li>• Agriculture (e.g., spread of cotton, citrus)</li> <li>• Panama Canal</li> </ul> </li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>• Flowcharts</li> <li>• Diagrams</li> <li>• Bulleted lists</li> <li>• Photographs</li> <li>• Maps</li> </ul>	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>
<p><b>Strand 4: Geography</b></p> <p><b>Concept 5: Environment and Society</b></p> <p>PO 4. Describe the positive and negative outcomes of human modification on the environment.</p> <p>SS07-S4C5-04</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> <li>• Positive and negative outcomes of human modification on the environment: <ul style="list-style-type: none"> <li>• Agriculture (e.g., dust bowl, cultivation of cotton)</li> <li>• Dams and levees (e.g., flood control, water for farming, wetlands destroyed)</li> </ul> </li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>• Flowcharts</li> <li>• Diagrams</li> <li>• Bulleted lists</li> <li>• Photographs</li> <li>• Maps</li> <li>• Charts, tables, and graphs</li> </ul>	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>1</p>

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 7<sup>th</sup> grade SOCIAL STUDIES

<p><b>Strand 4:</b> <b>Geography</b></p> <p><b>Concept 5: Environment and Society</b></p> <p>PO 5. Explain how modification in one place (e.g., canals, dams, farming techniques, industrialization) often leads to changes in other locations.</p> <p>SS07-S4C5-05</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> <li>• Geographical modification in one place affects other places: <ul style="list-style-type: none"> <li>• Canals</li> <li>• Dams</li> <li>• Agriculture</li> <li>• Industrialization</li> </ul> </li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>• Flowcharts</li> <li>• Diagrams</li> <li>• Bulleted lists</li> <li>• Photographs</li> <li>• Maps</li> <li>• Charts, tables, and graphs</li> </ul>	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>
<p><b>Strand 4:</b> <b>Geography</b></p> <p><b>Concept 5: Environment and Society</b></p> <p>PO 6. Describe the ways human population growth can affect environments and the capacity of environments to support populations.</p> <p>SS07-S4C5-06</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> <li>• Human population growth's effect on environment (e.g., growth of slave population, growth of cities, European immigration to the United States)</li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>• Flowcharts</li> <li>• Diagrams</li> <li>• Bulleted lists</li> <li>• Photographs</li> <li>• Maps</li> <li>• Charts, tables, and graphs</li> </ul>	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 7<sup>th</sup> grade SOCIAL STUDIES

<p><b>Strand 4:</b> <b>Geography</b></p> <p><b>Concept 5: Environment and Society</b></p> <p>PO 7. Compare different points of view and research on environmental issues (e.g., land use, natural resources, wildlife, biomes).</p> <p>SS07-S4C5-07</p>	<p><u>Content Emphasis:</u></p> <p>Not assessed.</p>	<p><u>Type of Assessment</u></p> <p><u>DOK essence of the standard</u></p>
<p><b>Strand 4:</b> <b>Geography</b></p> <p><b>Concept 6: Geographic Applications</b></p> <p>PO 1. Describe ways geographic features and conditions influence history. (Connect to time periods studied as well as current events.)</p> <p>SS07-S4C6-01</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> <li>Geographic features influence history: <ul style="list-style-type: none"> <li>Civil War and Reconstruction</li> <li>Immigration and Industrialization</li> <li>Imperialism and WWI</li> <li>Great Depression and Rise of the Dictators</li> <li>Current Events</li> </ul> </li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>Flowcharts</li> <li>Diagrams</li> <li>Excerpts</li> <li>Bulleted lists</li> <li>Maps</li> <li>Charts, tables, and graphs</li> </ul>	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>

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## 7<sup>th</sup> grade SOCIAL STUDIES

<b>Strand 4:</b> <b>Geography</b>  <b>Concept 6: Geographic Applications</b>  PO 2. Describe how environments (e.g., Sun Belt, urban areas) influence living conditions.  SS07-S4C6-02	<u>Content Emphasis:</u>  Not assessed.	<u>Type of Assessment</u>  <u>DOK essence of the standard</u>
<b>Strand 4:</b> <b>Geography</b>  <b>Concept 6: Geographic Applications</b>  PO 3. Use geographic knowledge and skills (e.g., recognizing patterns, mapping, graphing) when discussing current events.  SS07-S4C6-03	<u>Content Emphasis</u>  Not assessed.	<u>Type of Assessment</u>  <u>DOK essence of the standard</u>
<b>Strand 5:</b> <b>Economics</b>  <b>Concept 1: Foundations of Economics</b>  PO 1. Explain how limited resources and unlimited human wants cause people to choose some things and give up others.  SS07-S5C1-01	<u>Content Emphasis</u>  Not assessed.	<u>Type of Assessment</u>  <u>DOK essence of the standard</u>

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## 7<sup>th</sup> grade SOCIAL STUDIES

<p><b>Strand 5: Economics</b></p> <p><b>Concept 1: Foundations of Economics</b></p> <p>PO 2. Analyze how scarcity, opportunity costs, and trade-offs influence decision making.</p> <p>SS07-S5C1-02</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> <li>• Scarcity influences decision making (e.g., Great Depression, Western expansion, rise of Japan)</li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>• Flowcharts</li> <li>• Diagrams</li> <li>• Excerpts</li> <li>• Bulleted lists</li> <li>• Charts, tables, and graphs</li> </ul>	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>3</p>
<p><b>Strand 5: Economics</b></p> <p><b>Concept 1: Foundations of Economics</b></p> <p>PO 3. Identify how governments and businesses make choices based on the availability of resources.</p> <p>SS07-S5C1-03</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> <li>• Governments and businesses make choices based on the availability of resources (e.g., imperialism, war rationing)</li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>• Flowcharts</li> <li>• Diagrams</li> <li>• Excerpts</li> <li>• Bulleted lists</li> <li>• Charts, tables, and graphs</li> </ul>	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>1</p>

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 7<sup>th</sup> grade SOCIAL STUDIES

<p><b>Strand 5:</b> <b>Economics</b></p> <p><b>Concept 1: Foundations of Economics</b></p> <p>PO 4. Describe the characteristics of a market economy:</p> <ol style="list-style-type: none"> <li>property rights</li> <li>freedom of enterprise</li> <li>competition</li> <li>consumer choice</li> <li>limited role of government</li> </ol> <p>SS07-S5C1-04</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> <li>Characteristics of a market economy: <ul style="list-style-type: none"> <li>property rights (e.g., slavery)</li> <li>freedom of enterprise</li> <li>competition (e.g., oil and steel monopolies)</li> <li>consumer choice</li> <li>limited role of government (e.g., trust-busting)</li> </ul> </li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>Flowcharts</li> <li>Diagrams</li> <li>Bulleted lists</li> </ul>	<p><u>Type of Assessment</u></p> <p style="text-align: center;">MC</p> <hr/> <p><u>DOK essence of the standard</u></p> <p style="text-align: center;">1</p>
<p><b>Strand 5:</b> <b>Economics</b></p> <p><b>Concept 2: Microeconomics</b></p> <p>PO 1. Identify the functions and relationships among various institutions (e.g., business firms, banks, government agencies, labor unions, corporations) that make up an economic system.</p> <p>SS07-S5C2-01</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> <li>Functions and relationships that make up economic systems: <ul style="list-style-type: none"> <li>Banks (e.g., buying on margin, J.P. Morgan, Jay Gould)</li> <li>Government agencies (e.g., Federal Reserve, FDIC)</li> <li>Labor unions</li> <li>Corporations (e.g., stock market)</li> </ul> </li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>Flowcharts</li> <li>Diagrams</li> <li>Bulleted lists</li> <li>Charts, tables, and graphs</li> </ul>	<p><u>Type of Assessment</u></p> <p style="text-align: center;">MC</p> <hr/> <p><u>DOK essence of the standard</u></p> <p style="text-align: center;">2</p>

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 7<sup>th</sup> grade SOCIAL STUDIES

<p><b>Strand 5:</b> <b>Economics</b></p> <p><b>Concept 2: Microeconomics</b></p> <p>PO 2. Describe how (private) investment in human capital such as health (e.g., immunizations), education (e.g., college), and training of people (e.g., on the job experience), leads to economic growth.</p> <p>SS07-S5C2-02</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> <li>Investment in human capital leads to economic growth: <ul style="list-style-type: none"> <li>Health</li> <li>Education</li> </ul> </li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>Flowcharts</li> <li>Diagrams</li> <li>Bulleted lists</li> <li>Charts, tables, and graphs</li> </ul>	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>
<p><b>Strand 5:</b> <b>Economics</b></p> <p><b>Concept 2: Microeconomics</b></p> <p>PO 3. Describe how investment in physical capital (e.g., factories, machinery, new technology) leads to economic growth.</p> <p>SS07-S5C2-03</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> <li>Investment in physical capital leads to economic growth: <ul style="list-style-type: none"> <li>Machinery</li> <li>New technology (e.g., military)</li> </ul> </li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>Flowcharts</li> <li>Diagrams</li> <li>Bulleted lists</li> <li>Charts, tables, and graphs</li> </ul>	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>

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## 7<sup>th</sup> grade SOCIAL STUDIES

<p><b>Strand 5:</b> <b>Economics</b></p> <p><b>Concept 2: Microeconomics</b></p> <p>PO 4. Describe the role of entrepreneurs (e.g., Carnegie, Ford, Rockefeller, J. P. Morgan, Vanderbilt) in the free enterprise system.</p> <p>SS07-S5C2-04</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> <li>• Role of entrepreneurs in the free enterprise system: <ul style="list-style-type: none"> <li>• Carnegie</li> <li>• Ford</li> <li>• Rockefeller</li> <li>• Morgan</li> </ul> </li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>• Flowcharts</li> <li>• Diagrams</li> <li>• Bulleted lists</li> </ul>	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>1</p>
<p><b>Strand 5:</b> <b>Economics</b></p> <p><b>Concept 2: Microeconomics</b></p> <p>PO 5. Describe the function of private business in producing goods and services.</p> <p>SS07-S5C2-05</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> <li>• Function of private business in producing goods and services</li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>• Flowcharts</li> <li>• Diagrams</li> <li>• Excerpts</li> <li>• Bulleted lists</li> <li>• Charts, tables, and graphs</li> </ul>	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>



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<p><b>Strand 5:</b> <b>Economics</b></p> <p><b>Concept 2: Microeconomics</b></p> <p>PO 6. Describe how the interaction between buyers and sellers determines market prices.</p> <p>SS07-S5C2-06</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> <li>Interaction between buyers and sellers determines market prices (e.g., supply and demand, push and pull, credit, stock market)</li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>Flowcharts</li> <li>Diagrams</li> <li>Excerpts</li> <li>Bulleted lists</li> <li>Charts, tables, and graphs</li> </ul>	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>
<p><b>Strand 5:</b> <b>Economics</b></p> <p><b>Concept 2: Microeconomics</b></p> <p>PO 7. Explain how the (unequal) distribution of income affects public policy and standards of living.</p> <p>SS07-S5C2-07</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> <li>The unequal distribution of income affects public policy and standards of living (e.g., Great Depression, current events, industrialization)</li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>Flowcharts</li> <li>Diagrams</li> <li>Excerpts</li> <li>Bulleted lists</li> <li>Charts, tables, and graphs</li> </ul>	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>

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<p><b>Strand 5:</b> <b>Economics</b></p> <p><b>Concept 2: Microeconomics</b></p> <p>PO 8. Describe the government's investment in human capital:</p> <ul style="list-style-type: none"> <li>a. health</li> <li>b. education</li> <li>c. training of people</li> </ul> <p>SS07-S5C2-08</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> <li>Government's investment in human capital: <ul style="list-style-type: none"> <li>Health (e.g., the Affordable Health Care Act)</li> <li>Education (e.g., Freedmen's Bureau)</li> <li>Training of people (e.g., New Deal)</li> </ul> </li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>Flowcharts</li> <li>Diagrams</li> <li>Excerpts</li> <li>Bulleted lists</li> <li>Charts, tables, and graphs</li> </ul>	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>
<p><b>Strand 5:</b> <b>Economics</b></p> <p><b>Concept 2: Microeconomics</b></p> <p>PO 9. Describe the government's investment in physical capital (e.g., NASA, transportation).</p> <p>SS07-S5C2-09</p>	<p><u>Content Emphasis</u></p> <p>Not assessed.</p>	<p><u>Type of Assessment</u></p> <p><u>DOK essence of the standard</u></p>

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<p><b>Strand 5:</b> <b>Economics</b></p> <p><b>Concept 2: Microeconomics</b></p> <p>PO 10. Describe the government's role in economic recovery for the individual (e.g., farm subsidy, securities, Social Security, exchange regulations).</p> <p>SS07-S5C2-10</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> <li>• Government's role in economic recovery for the individual: <ul style="list-style-type: none"> <li>• New Deal</li> <li>• Current Events</li> </ul> </li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>• Flowcharts</li> <li>• Diagrams</li> <li>• Excerpts</li> <li>• Bulleted lists</li> <li>• Charts, tables, and graphs</li> </ul>	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>
<p><b>Strand 5:</b> <b>Economics</b></p> <p><b>Concept 3: Macroeconomics</b></p> <p>PO 1. Describe the effects of inflation (e.g., higher prices, rising interest rates, less business activity) on society.</p> <p>SS07-S5C3-01</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> <li>• The effects of inflation on society: <ul style="list-style-type: none"> <li>• Higher prices</li> <li>• Rising interest rates</li> <li>• Unemployment</li> <li>• Conflict (e.g., WWII)</li> <li>• Less business activity</li> </ul> </li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>• Flowcharts</li> <li>• Diagrams</li> <li>• Excerpts</li> <li>• Bulleted lists</li> <li>• Charts, tables, and graphs</li> </ul>	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>

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## 7<sup>th</sup> grade SOCIAL STUDIES

<p><b>Strand 5:</b> <b>Economics</b></p> <p><b>Concept 3: Macroeconomics</b></p> <p>PO 2. Analyze the effects (e.g., inflation, unemployment) of the Great Depression.</p> <p>SS07-S5C3-02</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> <li>• Effects of the Great Depression: <ul style="list-style-type: none"> <li>• Inflation</li> <li>• Unemployment</li> <li>• Expansion of Government</li> </ul> </li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>• Flowcharts</li> <li>• Diagrams</li> <li>• Excerpts</li> <li>• Bulleted lists</li> <li>• Charts, tables, and graphs</li> </ul>	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>3</p>
<p><b>Strand 5:</b> <b>Economics</b></p> <p><b>Concept 3: Macroeconomics</b></p> <p>PO 3. Analyze the government's role (e.g., FDIC, Securities and Exchange Commission) in national economic recovery.</p> <p>SS07-S5C3-03</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> <li>• Government's role in national economic recovery: <ul style="list-style-type: none"> <li>• New Deal (e.g., FDIC, SEC)</li> <li>• Current Events</li> </ul> </li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>• Flowcharts</li> <li>• Diagrams</li> <li>• Excerpts</li> <li>• Bulleted lists</li> <li>• Charts, tables, and graphs</li> </ul>	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>

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## 7<sup>th</sup> grade SOCIAL STUDIES

<p><b>Strand 5: Economics</b></p> <p><b>Concept 3: Macroeconomics</b></p> <p>PO 4. Describe how scarcity influences the choices (e.g., war time rationing, women in the work force, reallocation of resources) made by governments and businesses.</p> <p>SS07-S5C3-04</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> <li>• Scarcity influences government and business choices:</li> <li>• Wartime rationing</li> <li>• Women in the workforce</li> <li>• African Americans</li> <li>• Reallocation of resources</li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>• Flowcharts</li> <li>• Diagrams</li> <li>• Excerpts</li> <li>• Bulleted lists</li> <li>• Photographs</li> <li>• Political cartoons</li> <li>• Charts, tables, and graphs</li> </ul>	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>
<p><b>Strand 5: Economics</b></p> <p><b>Concept 4: Global Economics</b></p> <p>PO 1. Explain how voluntary exchange benefits buyers and sellers.</p> <p>SS07-S5C4-01</p>	<p><u>Content Emphasis</u></p> <p>Not assessed.</p>	<p><u>Type of Assessment</u></p> <p><u>DOK essence of the standard</u></p>

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## 7<sup>th</sup> grade SOCIAL STUDIES

<p><b>Strand 5:</b> <b>Economics</b></p> <p><b>Concept 4: Global Economics</b></p> <p>PO 2. Identify the patterns of economic interaction (e.g., national debt, balance of trade) between countries.</p> <p>SS07-S5C4-02</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> <li>Economic patterns between countries: <ul style="list-style-type: none"> <li>Age of imperialism (e.g., increased trade, Open Door policy)</li> <li>National debt</li> <li>Current events</li> </ul> </li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>Flowcharts</li> <li>Diagrams</li> <li>Excerpts</li> <li>Bulleted lists</li> <li>Charts, tables, and graphs</li> </ul>	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>
<p><b>Strand 5:</b> <b>Economics</b></p> <p><b>Concept 5: Personal Finance</b></p> <p>PO 1. Describe how scarcity influenced the historical times studied.</p> <p>SS07-S5C5-01</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> <li>Scarcity influences historical times studied: <ul style="list-style-type: none"> <li>Imperialism</li> <li>Great Depression</li> </ul> </li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>Flowcharts</li> <li>Diagrams</li> <li>Excerpts</li> <li>Bulleted lists</li> <li>Charts, tables, and graphs</li> </ul>	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 7<sup>th</sup> grade SOCIAL STUDIES

<p><b>Strand 5:</b> <b>Economics</b></p> <p><b>Concept 5: Personal Finance</b></p> <p>PO 2. Describe how scarcity influences personal financial choices (e.g., buying on-margin, budgeting, saving, investing, credit).</p> <p>SS07-S5C5-02</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> <li>• Scarcity influences personal financial choices: <ul style="list-style-type: none"> <li>• Buying on-margin</li> <li>• Budgeting</li> <li>• Saving</li> <li>• Investing</li> <li>• Credit</li> </ul> </li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>• Flowcharts</li> <li>• Diagrams</li> <li>• Excerpts</li> <li>• Bulleted lists</li> <li>• Charts, tables, and graphs</li> </ul>	<p><u>Type of Assessment</u></p> <p>MC</p> <hr/> <p><u>DOK essence of the standard</u></p> <p>2</p>
<p><b>Strand 5:</b> <b>Economics</b></p> <p><b>Concept 5: Personal Finance</b></p> <p>PO 3. Describe how income for most people is determined by the value of the goods and services they sell.</p> <p>SS07-S5C5-03</p>	<p><u>Content Emphasis</u></p> <p>Not assessed.</p>	<p><u>Type of Assessment</u></p> <hr/> <p><u>DOK essence of the standard</u></p>

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 7<sup>th</sup> grade SOCIAL STUDIES

Strand 5: Economics	<u>Content Emphasis:</u>	<u>Type of Assessment</u>
<b>Concept 5: Personal Finance</b>	<ul style="list-style-type: none"> <li>• Personal investments               <ul style="list-style-type: none"> <li>• savings</li> <li>• stocks</li> <li>• bonds</li> </ul> </li> </ul>	MC
PO 4. Describe types of personal investments (e.g., saving accounts, stocks, bonds).	Stimulus types:	<u>DOK essence of the standard</u>
SS07-S5C5-04	<ul style="list-style-type: none"> <li>• Flowcharts</li> <li>• Diagrams</li> <li>• Bulleted lists</li> </ul>	1